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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY

WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

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CONTENTS

Articles

PAGE

Address of Welcome by the Vice-Chancellor of the University of Oxford - - - - - - 3
L'Avare at Cambridge - - - 111
Cambridge, Modern Language Teaching at - - - - - - - 139
Cambridge, Modern Language Work at, during the Last Twenty-five Years. Karl Breul - - - 161
Conjecture, The Art of. G. F. Bridge and W. Rippmann - - 113
Direct Method, Five Lectures on the (Abstract). L. von Glehn - - 82
Discussion Column: The Teaching of Foreign Literature - - - 50
i. Miss L. M. Grove - - - 84
ii. W. O. Brigstocke - - - 85
iii. Miss C. R. Ash - - - 106
iv. J. D. Whyte - - - 108
v. Charles M. Garnier - - 144
vi. L. Chouville - - - 146
vii. F. W. G. Foat - - - 177
viii. H. W. Atkinson - - - 202
ix. Hardress O'Grady - - 206
Final 'E' Mute, Our. S. O. Andrew - 196
French in Higher Forms, The Teaching of. Miss Violet Partington - 17
French Plays, M. Roubaud's. L. H. Althaus - - - - - - 56
German Education, Some Aspects of. Otto Siepmann - - - - - 33
German in Middle and Higher Forms, The Teaching of. H. J. Chaytor - 45
German, The Study of, in Secondary Schools: A Letter to the President of the Board of Education - - 193
Grading and Modern Languages. S. A. Richards - - - - 152
Grammar, Typical Questions in. W. Rippmann - - - - - - 211
Grammatical Terminology: Constitution of Joint Committee - 89
Interim Report - - - - - 225
Holiday Courses - - - - - 125
Besançon - - - 54, 207, 249
Boulogne - - - - - - 179
Grenoble - - - - - - 208
Honfleur - - - - - 54, 180
London - - - - - - 56
Lübeck - - - - - 54, 181
Neuwied - - - - - - 54
Rouen - - - - - - - 126
Tours - - - - - - - 54

PAGE

Languages in their Bearing on International Intercourse: Presidential Address by Lord Fitzmaurice - 10
Languages, Papers on the Teaching of, at the North of England Education Conference - - - - - 25
Method, Some Points of. L. von Glehn - - - - - - 154
Method, Some Questions of. R. H. Pardoe - - - - - - 118
Modern Language Association:
Annual Meeting, 1908 - - 1
Annual Meeting, 1909 - - - 216
Autumn Campaign - - 217, 246
Lantern Slides - - 53, 111, 149
Lending Library - - 53, 88, 150
Meetings of Committees 24, 51, 87, 109, 148, 183, 215, 244
Travelling Exhibition - - 63
Modern Language Teaching, Some Pressing Problems in (Abstract). C. Brereton - - - - - 217
Modern Language Teachers, The Qualifications and Training of (Report and Appendix) - - - 65
Nouvelles Instructions Officielles relatives à l'enseignement des Langues Vivantes en France. G. Delobel - - - - - - 78
Oral Work with Adult Pupils. J. D. Anderson - - - - - - 199
Oxford, Modern Languages at. H. G. Fiedler - - - - - 132
Paris International Congress: Speech of M. Brunot - - - - - 142
Paris International Congress on Modern Language Teaching 30, 64, 98
Quousque Tandem? Miss F. M. Purdie - - - - - - 129
Viëtor, Address of Congratulation to Professor - - - - - - 97
Voltaire a fait ses Lettres Anglaises, Comment (Abstract). Professor Lanson - - - - - - 49

Examinations

Annual Examination in German, conducted by the Sprachverein 27, 151
External School Examinations in Modern Foreign Languages: Report of Sub-Committee on - - 240
Local Examination Papers (letter by Headmaster) - - - - - 248
Oxford Senior Local Examinations 190, 218

REVIEWS

PAGE

Adair, H. N. *French Historical Reader* - - - - - 185
Angellier, Auguste. *Pages Choisies, Prose et vers.* Ed. E. Legouis - 91
Arnold, M. *Selected Poems.* Ed. H. George and A. M. Leigh - 122
Authorized Version of the English Bible - - - - - - 251
Balzac. *César Birotteau.* Ed. W. Delp - - - - - - - 221
—— *Le Médecin de Campagne.* Ed. De V. Payen-Payne - - - 220
Barnes, William, Select Poems of. Ed. T. Hardy - - - - 121
Béranger, Chanson Choisies de. Ed. J. E. Mansion - - - - 221
Berthet. *Le Douanier de Mer.* Ed. R. J. E. Bué - - - - 221
Berthon, H. E., and Starkey, V. G. *Tables synoptiques de Phonologie de l'ancien français* - - - 123
Bué, H. *Graduated French Composition* - - - - - - 221
Cambridge History of English Literature. Ed. A. W. Ward and A. R. Waller - - - - - - 119
Cochrane, J. G. *A Three-Term Course in German* - - - 91
Covernton, E. E. *The Teaching of English Composition* - - - 123
De Quincey. *Literary Criticism.* Ed. H. Darbishire - - - 121
Ethy, P., and Barreau, L. *Les Farceurs* - - - - - - 92
Fletcher, Giles and Phineas, Poetical Works of. Ed. F. S. Boas - 251
Florian, A. R. *A First Book of German Oral Teaching* - - - 252
Foster, J. *A Shakespeare Word-Book* - - - - - - - 90
Fursdon, F. R. M. *French and English Parallels* - - - 124
German Dictionary. Ed. Dr. Breul 187
Goethe. *Iphigenie auf Tauris.* Ed. G. Frick - - - - - - 157
Grimm's Fairy Tales. Ed. Dr. Rouse - - - - - - - 219
Hugo, V. *Préface de 'Cromwell.'* Ed. E. Wahl - - - - 221
King's English, The - - - - 62
Kitchin, V. P. *Easy Lessons in French* - - - - - - 125
Kleist. *Prinz Friedrich von Homburg.* Ed. H. Gaudig - - - 157
Lessing. *Miss Sara Sampson.* Ed. J. Neubauer - - - - 157
Mallin, J. E. *German Historical Reader* - - - - - - 91
Merimée, Prosper. *Chronique du Règne de Charles IX.* Ed. E. Weekley - - - - - - 186
—— *La Vénus d'Ille et la Dame de Pique.* Ed. W. G. Hartog - - 156

PAGE

Monteverde, R. D. *Commercial and Technical Terms in the English andS panish Languages* - - 124
—— *Spanish Idioms, with their English Equivalents* - - - 124
Morris, William. Alfred Noyes - 61
Oxford Plain Texts - - - - - 90
Pardoe, R. H. *The Transitional French Reader* - - - - - 184
Partington, V. *French Fables in Action* - - - - - - - 186
Pocket Dictionary, English-French and French-English. (Cassell's) - 186
Pope. *Rape of the Lock.* Ed. G. Holden - - - - - - - 122
Pope, P. R. *German Composition* - 252
Rippmann, W. *Exercises in German Grammar and Word-Formation* - 252
Robertson, J. L. *English Exercises for Junior and Senior Classes* - 251
Robson, F. E. *Graduated French Exercises* - - - - - - 92
Saintsbury, George. *History of English Prosody* - - - - 121
Sand. *La Petite Fadette.* Ed. M. Delbos - - - - - - - 221
Savory, D. L. *Deutsches Reformlesebuch* - - - - - - - 91
Select English Classics - - - 90
Shakespeare. *Macbeth.* Ed. I. Gollancz - - - - - - - - 252
Siepmann. *French Series for Rapid Reading* - - - - - - 185
Sismondi. *Pavie et le Sac de Rome.* Ed. A. Wilson-Green - - - 221
Smith, D. Nichol. *The Functions of Criticism* - - - - - 219
'Spectator,' The Coverley Papers from. Ed. O. M. Myers - - 62
Spencer. *Faerie Queene* - - 186
Tennyson. *Enid.* Ed. C. B. Wheeler - - - - - - - 220
—— *English Idylls and Other Poems.* Ed. B. C. Mulliner - - - 216
—— *Shorter Poems and Lyrics* - 219
Viëtor, W. *Deutsches Aussprachewörterbuch* - - - - - - 157
Vigny, A. de. *Chatterton.* Ed. E. Lauvrière - - - - - - 221
Wake, R., and Brechtel, E. *Germany in Story and Song* - - 91
Warren, Kate. *A Treasury of English Literature* - - - - - 120

NOTES, ETC.

Aberystwyth, Professorship of French 222
Althaus, Miss L. H. - - - - 189
Arteaga, Don F. de - - - - 159
Avebury, Lord, on the Neglect of Modern Languages - - - - 30
Baker, Miss M. A. - - - - - 188
Bangor, Lectureship in German 187, 253
Barbier, J. L. A. - - - - 222
Bardoux, J. - - - - - - 127

PAGE

Barker, F. D. - - - 159
Barratt, Miss - - - - - 63
Batley Grammar School - - - 94
Belfast, Queen's College, Professorships - - - - - - 126
—— Queen's University, Lectureship of English - - - - 187
—— Queen's University, Professorship of French - - - - 187
Belfour, A. O. - - - - 187
Benthall, Miss C. M. E. - - - 127
Berthon, H. - - - - - 94
Birmingham, Professorship of French 187
Board of Education, 'Assistants' - 158
Boas, F. R. - - - - - 94
Bolton Grammar School - - - 32
Bott, Miss D. - - - - - 187
Brandebourg, Miss M. K. - - 159
Bridge, G. F., on Modern Language Teaching - - - - 254
Brighton Municipal Girls' School - 189
Bristol, Lectureship in French - 222
Brooks, R. C. - - - - - 253
Brown, Miss M. - - - - 189
Bryn Mawr College, Pennsylvania, Scholarships for German women Graduates - - - - - 127
Burge, Miss M. - - - - 127
Cambridge, Charles Oldham Shakespeare Scholarship - - - 253
—— Entrance Scholarships in Modern Languages - - 31, 93
—— German Professorship - 187, 222
—— Girton College, Awards - 159, 187
—— Gonville and Caius College, Monro Lectureship in Celtic - 93
—— Modern Language Societies at - 93
—— Newnham College, Gilchrist Fellowship - - - - - 188
—— Newnham College, Scholarship - 187
—— Tripos Results - - - 158
—— University Scholarships in German - - - - - 223
Chatelain, H. L. - - - - 187
Chemists, Examination of Professional - - - - - - 94
Churton Collins Memorial Fund 63, 223
Clarke, F. W. - - - - 188
Cork, Lectureship in German - - 223
Coscia, Signor - - - 31, 159
Couturier, L. T. - - - - 223
Deutsches Haus in London - 93, 190
Dublin, Trinity College, Modern Literature Scholarships - - 159
—— Chair of Romance Languages - - - - - 253
Dulwich High School - - - 63
Dundee, St. Andrew's College, Lectureship in French - - - 63
East Liverpool High School - - 63
Edinburgh, Junior Lectureship in French and German - - - 188
—— Legacy for Encouragement of Modern Languages - - - 63

PAGE

Eggeling, H. F. - - - - 188
Ellis, Miss E. V. - - - - 189
Englefield, F. R. H. - - - 188
English Association - - - 30
Exchange, International 95, 128, 189
Fausset, C. R. - - - - 32
Fenner, Miss D. E. - - - 188
Foligno, C. - - - - - 188
Frankland, P. F. - - - - 94
Frazer, N. L. - - - - - 94
Free-Placers, Report on - - - 31
French Professorships - - - 125
Friendly Correspondence Circle - 160
Gadnet, Miss M. S. - - - 188
Gardeur, R. M. - - - - 188
German - English Vocabularies. Letters by—
L. von Glehn - - - - 156
Reviewer - - - - 118, 156
D. L. Savory - - - 115, 155
W. Viëtor - - - - 155
German Families willing to take English Students - - - 95
German Plays in London - - 223
Gerothwohl, M. A. - - - - 222
Glasgow, Bursary Examination - 126
Glehn, L. von - - - - 255
Good Articles - 32, 96, 128, 160, 192, 224, 255
Gould, Gerald - - - - - 126
Greg, W. W. - - - - - 93
Gubbins, J. Harrington - - - 127
Herbage, Miss W. - - - - 189
Huggard, Miss K. H. - - - 159
Hughes, Miss W. O. - - - 188
Hyett, Miss V. A. - - - - 127
International Correspondence, Scholars'. Letter by Miss E. A. Lawrence - - - - - - - 61
International Correspondence, Scholars', Experience of - - - 95
Johnson, Miss F. C. - - - 188
Jones, D. - - - - - - 188
Kastner, L. E. - - - - 188
Kelly, J. Fitzmaurice - - - 126
Kittson, E. C. - - - - - 32
Laing, Miss - - - - - 253
Lamburn, T. B. - - - - 127
Literature, Enthusiasm in the Teaching of (letter by Miss L. M. Grove - - - - - - - 247
Liverpool, Gilmour Professorship of Spanish - - - - - 126
London, Bedford College, Assistant in French - - - - - - 223
—— Bedford College, French Lectureship - - - - - - 188
—— Gilchrist Studentship in Modern Languages - - - - 159, 253
—— Goldsmiths' College, Lectureship in French - - - - 188
—— Interchange of Students - - 31
—— University College, Andrews Scholarship - - - - - 188

PAGE

London University College, Lectures on Phonetics - - - - 188
—— University College, Quain Studentship in English - - - 126
Macgowan, W. S. - - - - - 127
Maltby, Miss G. - - - - - 127
Manchester, Assistant Lectureship in English - - - - - - 188
—— Assistant Lectureship in French - - - - - 188, 223
—— Professorship of French - - 188
—— Reader in Portuguese - - 94
Massey, Miss I. M. - - - - 187
Matthews, Miss C. W. - - 63, 189
McKie, T. - - - - - - 63
Meek, J. - - - - - - 253
Meyer, Kuno - - - - - - 159
Milham Ford Girls' School - - 189
Milner-Barry, E. L. - - - 187
Modern Language Review - - 222
Morrison, Miss C. - - - - 187
Musée de la Parole - - - - 127
Mysore, Maharajah's College, Professorship of English - - - 127
Norman, H. C. - - - - - 159
O'Brien, Miss M. - - - - 159
Oelsner, H. - - - - - - 188
O'Grady, Hardress - - - - 188
Orliac, Mlle. M. - - - - - 223
O'Rourke, Miss E. - - - - 188
Oxford, Additional Lectureship in French at the Taylorian Institution - - - - - - - 31
—— Cherwell Hall, Resident Tutor - 189
—— Cuthbert Shields Benefaction - 253
—— Donation to increase stipend of Taylorian Professor of German - 63
—— Exeter College, Exhibition in Modern Languages - - 94, 159
—— German Literary Society - 253
—— German Seminar Library - 94
—— Honour School Results - - 159
—— Jesus College, Mayrick Graduate Scholarship in Celtic - - 31
—— Lady Margaret Hall, Scholarships - - - - - - - 127
—— Lectureship in German - - 253
—— Lectureship in Japanese - - 127
—— Professorship of Romance 126, 188
—— Readership in English - - 253
—— Somerville College, Exhibitions - - - - - - - 127
—— Taylorian Institution - - 94
—— Taylorian Lectureship in Italian - - - - - - 31
—— Taylorian Professorship in Italian - - - - - - 188
—— Taylorian Lectureship in Spanish - - - - - - 159
—— Worcester College, Entrance Scholarship - - - - - - 94
—— Worcester College, Exhibitions for German - - - - - 188

PAGE

Owen, E. C. - - - - - - - 159
Pardoe, R. H. - - - - - - 126
Parry-Williams, T. H. - - - 31
Perkins, B. M. N. - - - - 223
Phonetic Association, International - 64
Pronunciation of Latin and Greek - 30
Prestage, E. - - - - - - 94
Quiggin, E. C. - - - - - 93
Ramsay, Miss E. - - - - - 159
Ramsgate County Secondary School 159
Rea, T. - - - - - - - - 127
Reading, Lectureship in French - 223
Reeve, Miss D. H. G. - - - 188
Rippmann, W. - - - - 128, 255
Ritchie, R. L. G. - - - - - 188
Robertson, J. G. - - - - - 222
Ross, Miss O. - - - - - 159
Rudmose-Brown, T. - - - - 253
Ryan, Miss M. - - - - - 223
St. Andrews, Prize in English Literature - - - - - - - - 127
St. Marylebone Grammar School - 127
Sands, W. H. - - - - - - 159
Savory, D. L. - - - - - - 187
Schröder, Messrs. J. H. - - - 187
Scots College, Paris - - - 223
Seaton, Miss M. E. - - - - 187
Shaw, Jeffrey P. - - - - - 31
Sheffield, Lectureship in English - 31
Simplified Spelling. Letters by—
W. Archer - - - - - 59
A. Tilley - - - - - - 57
G. Waterhouse - - - 58
Skemp, A. R. - - - - - - 31
Skinner, Miss D. - - - - - 127
Société Académique - 64, 95, 191
Soothill, Miss D. - - - - 188
Spearing, Miss E. M. - - - 188
Tanquerey, J. - - - - - - 63
Teaching of French Verb. Letter by R. H. Pardoe - - - 247
'These Sort of Questions' (letters by)—
H. J. Chaytor - - - - 89
M. Montgomery - - - 112
M. - - - - - - 28, 112
W. W. Skeat - - - - 112
Thompson, E. J. - - - - - 188
Thomson, C. E. - - - - - 127
Tiarks, H. F. - - - - - - 223
Timpson, G. F. - - - - - 188
Triebel, L. A. - - - - - 188
Viëtor, Professor - - - - 93
Watkinson, Miss G. - - - 127
Wernher, Sir Julius - - - 63
Whitechapel Foundation School - 191
Whitgift Grammar School - - 32
Whyte, Miss E. - - - - - 127
Wright, Miss O. - - - - - 188
Yorkshire, West Riding, Organizing Mistress for Modern Languages - 189
Zeppelin. Letter by M. Montgomery 29

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VOLUME V. No. 1 **FEBRUARY, 1909**

THE ANNUAL GENERAL MEETING.

FROM every point of view the meeting at Oxford was a great success, and we may feel confident that it marks another step forward in the progress of the Modern Language Association.

Nothing could have been more impressive than the beautiful surroundings in which the opening conversazione on Monday, January 11, was held. The magnificent hall of Christ Church, with its remarkable series of portraits, adorned with palms and ferns, with a vivacious assembly of members and friends, presented a scene not easily forgotten. No attempt was made to add music or song to the enjoyment of the company, and wisely; for when friends come together from many parts they value every moment in which they may exchange greetings and confidences.

The actual work of the meeting began on Tuesday morning in the Examination Schools. The committee met at a quarter to ten, when our strenuous Secretary was able to announce that no less than thirty-five applications for membership had been received, bringing our numbers to about 720; never before has 700 been reached. At half-past ten our President, Lord Fitzmaurice, took the chair, and the Vice-Chancellor of the University of Oxford welcomed the Association in a graceful speech, to be found in another column. Then followed the General Committee's report on the work of the year, supplemented by the Master of Gonville and Caius College, who, as Chairman of the Committee on Training, gave a lucid résumé of the report which that Committee has prepared. The Treasurer's account of the finances showed that we are hampered by lack of funds; the fact that there was a deficit in the last year should

spur us on to make fresh efforts in the direction of securing more members. The resolution of the Treasurer, that the Life Membership Subscription be in future £5 5s., was put to the meeting and carried. Miss Matthews made some valuable suggestions for increasing the attractiveness of the Association. Owing to pressure of time the discussion of this subject was postponed until the afternoon. Mr. Milner-Barry then moved: 'That this Association welcomes the recent change in the Board of Education regulations for Secondary Schools, which allows greater freedom to schools in the choice of languages to be taught, and hopes that the Board will take further steps to encourage the study of German in Secondary Schools.' With forcible speech and convincing argument, Mr. Milner-Barry urged the importance of stemming the current that has set in against German, and his words met with the unanimous approval which they deserved. Shortly after noon Lord Fitzmaurice rose to deliver his presidential address. As we are privileged to print this in full, we need not say more than that the combination of scholarship and diplomatic experience which it reveals afforded a quite exceptional treat to the large company who followed with intense interest the distinguished speaker's words.

In the afternoon there was further keen pleasure in store for us. Professor Lanson, of the University of Paris, indicated in a brilliant lecture 'Comment Voltaire a fait ses Lettres Anglaises,' and Professor Fiedler, our old and valued member, recently appointed to the chair of German at Oxford, discussed Goethe's *Faust* in faultlessly clear German, and in a singularly enlightening manner.

The dinner in the fine hall of Magdalen College was a splendid function. The Vice-Chancellor presided; at the high table were seated (we follow the arrangement at the table) Mrs. Roberts, the German Ambassador, Mrs. Warren, the Master of Gonville and Caius College, the Rector of Lincoln College, Sir Hubert Jernyngham, Professor Lanson, Mr. Somerville (Chairman of Committees of the Association), the Warden of Radley, Mr. Clermont (representing the French sister Association), Mr. Matheson, Professor Vodoz (of Zürich, representing the German sister Association), Mr. Gerrans, Dr. Nagel (also representing the German Association), the Master of University College, the Marquis de la Begassière, the Hon. Alice Bruce, Lord Fitzmaurice, and the Principal of Somerville College. A mere enumeration of the toasts would be of little interest, and the speeches, which reached a particularly high level of urbanity and charm, have not been reported; but those who were present would not willingly have missed the delights, intellectual and material, of the banquet in Magdalen Hall.

On Wednesday the morning session lasted from a quarter past

ten to half-past one. Mr. Siepmann's paper on 'Some Aspects of German Education' was thoughtful, and not a mere eulogy. Its tendency, indeed, led to a misconception of its purpose on the part of some, who hastened to express favourable views on recent developments in German education, which Mr. Siepmann largely shared, as appeared in his answer to various points brought forward in the course of the discussion. The meeting then considered the 'Teaching of French and German to Middle and Higher Forms,' the subject being introduced by Rev. H. J. Chaytor, who spoke on the teaching of German; by Miss V. Partington, who dealt with the higher teaching of French; and by Mr. von Glehn, who treated the teaching of French to Middle Forms. A report of these papers and the ensuing discussion will appear in our columns.

In the afternoon Mr. H. A. L. Fisher, of New College, Oxford, read an admirable paper on 'Our Insularity,' which will shortly appear in a review. The Annual Meeting of 1909 concluded with an expression of thanks which was necessarily inadequate in view of the generous and cordial hospitality that Oxford had extended to the Association. We can only repeat what was then said: this meeting has filled us with fresh hope and courage for our work; it signifies another step forward, and we like to think that our presence at Oxford, under the distinguished leadership of Lord Fitzmaurice, and with the warmly expressed sympathy of the Vice-Chancellor of Oxford, may have been of some slight service to the Modern Language School at that ancient University, which numbers among its teachers such keen friends of our Association, and which bids fair to promote so greatly the studies that we have at heart.

MODERN LANGUAGE ASSOCIATION.

ADDRESS OF WELCOME BY THE VICE-CHANCELLOR OF THE UNIVERSITY OF OXFORD.

It is my very pleasant duty to offer to you, the members of the Modern Language Association, on this occasion of your annual meeting for 1909, a word of welcome from our ancient University. Ancient and modern, it is always an interesting conjunction and contrast. A great English orator, whom you, my lord, will recollect—perhaps the greatest of the last century—once described Oxford, in words only too well remembered, as 'the home of dead languages and undying prejudices.' Perhaps the languages were never so dead, or the prejudices so undying, as John Bright imagined, or as his epigram required. I would claim to-day that, just in proportion as the prejudices have shown them-

selves mortal and have begun to decay, so the old languages have proved their immortality, have stirred in what seemed their torpor, have worked out for themselves a new life, and entered again freshly into the hearts and thoughts of our generation. After all, ladies and gentlemen, we and our languages are the children, the grandchildren, or great-grandchildren of these ancients. It is only savages who devour their parents and grandparents, with the idea either that they are useless and burdensome, or that, if they retain any remnants of vigour, these can best be utilized by absorption into their own being. I am quite certain that you do not come here as the enemies of the ancient classics, with which Oxford and Cambridge have been so long identified. The 'Nibelungen Lied' and the 'Chanson de Roland' are not going to replace Homer. Dante will not vaunt himself above his dear guide, his master and author, 'quel Virgilio e quella fonte, Che spande di parlar si largo fiume.' Pascal and Bossuet will not ask us to forget Plato or Cicero. Goethe is not going to tear the tragic laurel from the brow of Sophocles, nor Marlowe, nor Shakespeare, nor Molière to hiss Æschylus or Aristophanes or Terence from the stage, nor Cervantes nor Camoens to reduce Lucian or Statius to silence. The only 'battle of the books' among us to-day is the friendly and useful rivalry of those Presses and Publishers whose seductive wares, set out like the attractions of Bunyan's 'Vanity Fair' in the French Row, the German Row, the British Row, tempt our taste and our purse as we enter or leave these halls. After all, my Lord and gentlemen—you will notice that I now omit the ladies—you moderns are not so very young. The classic names I mentioned just now are, many of them, of very respectable antiquity, and they are not all the earliest in their respective tongues. In the twentieth century we can say that both the French and German languages have an antiquity of a thousand years. Your literatures are about as old as Oxford herself. Chaucer, whose description of the medieval Oxford scholar with his Aristotle at his bed's head you know, is the first great English poet indebted, in the modern sense, at once to the influence of classic legend and of French and Italian language and literature. The era of the Renaissance, which definitely introduced Greek to Oxford and Cambridge, was the era significantly of the introduction of the modern tongues. An interesting book might be written—I hope it will before long be written—on the history of the Modern Languages at Oxford and Cambridge. To attempt even a sketch of it now would be to detain you too long; but this I think we may say, that when the old Universities have been most alive and active within themselves they have been most cosmopolitan and hospitable to Modern Languages, ideas, and Literature. My own college, which

holds a middle place in date among the colleges of Oxford, was founded just before the Reformation and on the eve of the Renaissance. The breezes and storms of those stirring and stormy times blew the seeds of learning to and fro from Europe to these islands and back again. Among its earliest members was Dean Colet, the friend of Erasmus, whose great school was intended to be a cosmopolitan seminary. In the Elizabethan times there came to it one John Florio, a sort of Rossetti of his day, the son of a refugee. He taught Italian, he published the first Italian-English dictionary—'The World of Words,' as he called it, 'augmented with many thousand words and Thuscan phrases,' and dedicated it to Princess Anna of Denmark, Queen of England, Scotland, France, and Ireland. He also translated from the French the famous *Essays of Montaigne*, and dedicated them to the same Sovereign; but they reached, as everyone knows, an even more important address—they formed part of the reading of Shakespeare, and one of the few definite and demonstrable plagiarisms, if it may so be called, of that consummate author is his introduction into *The Tempest* of a passage obviously based on Florio's *Montaigne*.

About the same time, a predecessor of mine, as President of Magdalen, Lawrence Humphrey, spent several years in Zürich. Another of Oxford's greatest worthies, Sir Thomas Bodley, was educated at Geneva. We may see the modern influence at the Universities in Milton. We may trace it through Addison and Gibbon, or through Gray, 'learning Italian like any dragon,' as he described himself, under Hieronimo Piazza. Or we might take another line, and show you how Oxford, at any rate, has been indebted in all her best periods to Professors borrowed from the Continent; how she was, in her origin, an overflow of Paris; how her first lectures, as the Pageant reminded us, were those of Theobald of Estampes; how Alberico Gentile and Dillenius have been the predecessors of the Vinogradoff or Dreyer or Schlich of to-day.

Ladies and gentlemen, you represent the Modern Languages. What does 'modern' mean? I ask myself this question, and for the answer I turn where I so often turn in these difficulties—to that incomparable thesaurus, Sir James Murray's Dictionary. The word 'modern,' I find—*modernus*—means 'of the present,' and dates from about 1500 or a little later. Its earliest use by a great English prose-writer is very significant and even startling. Lord Bacon, toward the end of his life, wrote to a friend, one Mr. Tobie Matthew, to say that his great desire was to have his English works, such as the *Advancement of Learning*, the *History of King Henry VII.*, and, more significant still, the *Essays*, 'well translated into Latin by the help of some good pens.' What was his reason? 'These modern languages,' he writes, 'will at one

time or another play the bankrowte with books; and since I have lost so much time with this age, I will be as glad as God shall give me leave to recover it with posterity.' How little can the greatest philosophers sometimes anticipate the course of history! Bacon's works, many of them, were translated into Latin, but who ever reads the Latin? Who but the student knows that it exists? Had Bacon's *Essays*, which we all read as a model of good sense and good English, depended on their Latin version? Is it not the ancient rather than the modern tongue which it would have proved the bankrupt?

But, ladies and gentlemen, I must leave these considerations of history and come to matters of the moment. If Oxford has at all times had an interest in the study of the Modern Languages, it is only comparatively recently that she has brought all her resources together and attempted to organize them. Many of her college libraries contain valuable collections of books in different Modern Languages, rare manuscripts, first editions of classic authors and the like, and if this is so with the college libraries, still more is it true of that treasure-house, the Bodleian. But over and above this, she has, as you know, a special institution, devoted to promoting their cultivation. The Taylorian Institution which is to be your headquarters was founded as long ago as 1788, but not actually built till sixty years later. When you see it you will judge of it for yourselves. I believe it may claim to be one of the best institutions of the kind in Europe. A word should be said about the library so long and so ably directed by Dr. Krebs. It contains to-day over 45,000 volumes representing the various languages of Modern Europe, and also the leading literary and philological periodicals in these languages, together with dictionaries, grammars, and works of reference. In particular I might mention that the collection of works on Dante, made under the auspices of Dr. Moore, the President of the Oxford Dante Society, is specially complete. A room has been set apart for a 'seminar' library. The only difficulty is, that which is so common, the want of space, and in particular the want of further lecture-rooms. As to the staff. It was in 1848 that the first 'Professor of the Modern European Languages' was appointed, Dr. Frederick Henry Trithen. His name is little known; that of his successor, appointed in 1854, is of world-wide fame—Friedrich Max Müller. In 1868 Max Müller became Professor of Comparative Philology, and the Professorship of Modern European Languages disappeared, but meanwhile teachers, first of French and German, and then of Italian and Spanish, had been appointed. I remember well some of the teachers of this earlier epoch, Monsieur Jules Bué, Herr Albert Haman, Signor de Tivali, and the Rev. Lorenzo Lucena.

They were scholars and gentle-

men, and they were veritable pioneers. If they did not achieve more, it was not from any want of skill of attainment on their part, but it was owing to want of organization of their study, and to the fact that, excepting for the Taylorian scholarships, which, by the way, attracted in those days some very eminent students, among the earliest being Mr. Algernon Charles Swinburne and Professor Sweet, these studies had no recognition in the regular curriculum of the University. To-day all that is changed. Not only have French and German become part of the avenue to the ordinary degree, but the University, in the year 1903, definitely established an Honour School of Modern Languages, French, German, Italian, and Spanish, together with such others as might be from time to time added. By still more recent legislation she has decided to require a knowledge of some Modern Languages from all students of modern history. The fact of these opportunities and requirements has been to increase the number of students of Modern Languages in the University in a very remarkable degree. It sounds incredible, but it is the fact, that the entries for lectures and classes, which in the year 1900 were no more than 87, had risen by 1905 to 492, and in the last year, 1908, stood at 905. It is only, however, still more recently that Oxford can be said to have provided herself with an adequate staff. I said that half a century ago Professor Max Müller was the first Professor of Modern Languages in the University. For many years he was also the last. That reproach has now at length been removed. In 1907 a distinguished fellow-countryman of his was appointed the first Taylorian Professor in the German language and literature. German has now a professor, Professor Fiedler, and two lecturers, Mr. Armitage and Dr. Budde. French, which has always been, as you would expect, an attractive subject in Oxford, has long had its Taylorian Lectureship. I think it has never had a more successful and accomplished holder than the present, Monsieur Henri Berthon.

But it was only in 1906 that the University was able to place side by side with him a lecturer in Old French and Romance Philology, Mr. Hermann Oelsner, and it is only within the last month that we have been able to appoint an assistant in the languages and literature in the person of Monsieur Édouard Fannière. We have also a Professor of Russian, Professor Morfill, and a lecturer in the Scandinavian languages, Dr. Craigie.

So much for what has been done. But I am able to tell you of something further to be done in the immediate future. In the first place, the University is about to establish in an interim manner the long-desired Professorship of the Romance Languages. In the second, only the other day I received information that a distinguished

English gentleman of German family, Sir Julius Wernher, has promised £200 a year for ten years, in response to Lord Curzon's appeal, to augment the Professorship of German. I hope that, either aided by some similar benefaction or in some other way, we may be able at no distant date to establish a first-rate Professorship of French also, so that these ancient rivals, the children of Charlemagne or of Karl der Grosse, whichever we call him, may meet in Oxford on an equal footing.

In addition to these University teachers, of course there have always been college lecturers and teachers of ability and eminence. Perhaps I may be pardoned if I mention one to whom to-day we are all specially indebted, a member of my own college, Mr. C. T. Kemshead, who has acted as the secretary of the committee which has organized your reception. Nor, of course, ought I to omit mention of the women students and teachers. It is to their College and Halls and Association that the Modern Languages owe some of their best support. Now at last, in January, 1909, we are able to meet the world with something like an adequate equipment, and we have thought that we might venture to put ourselves in touch with you, who represent the general body of teachers in the country. We have invited you to hold the annual meeting of your Association here. We hope that we shall learn much from you, and perhaps that you will learn something from us. We want you to see what we are doing, to tell us what we might do, what would help you most, and most advance the study in which you are interested, what sort of methods, what sort of books. I said just now, speaking of Bacon, that it is impossible to forecast the future. Yet it is difficult not to think that the Modern Languages and Literatures were destined to have an increasing place in education and culture. The matter of human knowledge and the range of human thought which were at one time locked up and confined in the tradition and the languages of Greece and Rome have long since ceased to be so limited. I do not think that that tradition and these old languages can ever pass away. I trust, indeed, they cannot. I doubt if we shall ever outvie the masterpieces of those literatures any more than we shall outvie—if, indeed, we shall ever rival—the best statuary of Greece or the greatest architecture of Rome.

But I think that a complete culture will need both ancient and modern, and that of the alternatives of culture, if we may so call them, among which the modern pupil or student has to choose, will be the improved study of Modern Languages. The English student of expression, if he cannot find his lesson in Greek, will find it in French; the student of thought, the searcher after learning, will find it in German. Oxford to-day attracts a far greater variety of

students and pupils than she did even a few years ago—medical students, military students, students of general science, of modern history and economics, of agriculture, of forestry. For many of these the Modern Languages will have a special attraction and utility. The schools of the country, in the same way, deal with a far greater variety of subjects, and have become far more modern, and have become, and are likely to become, more modern still, than they used to be. For these schools teachers will be required. I think Oxford ought to be a centre alike of advanced study and of scientific education of the Modern Languages. They can be taught side by side with and under the shadow of the older learning.

She has to-day resources for both, as I would claim, in a very high and marked degree. I hope that you will think so, and that you will encourage and assist us to prosecute these studies and to go forward on this path. It is, then, partly as a public duty and partly as a great pleasure that we welcome you here this morning. I know something of the work which the Modern Language Association has done in the past. It has been a pioneer society. Modern studies have had somewhat of a struggle in England, and some of you, perhaps, have not been unfamiliar with that struggle, but if we all who are interested in these studies organize ourselves yet more and work together, I believe we shall have better times and a more distinguished future.

Ladies and gentlemen, one word more. May I say you are fortunate and we are fortunate in your President? We welcome in him what it is always pleasant to Oxford to welcome—a distinguished Cambridge man, an eminent son of Eton and of Trinity College, an historian, a man of letters, and a man of affairs. Like his brother, so well known to us here, Lord Lansdowne, he had the advantage that French, if not his mother-tongue, was the tongue of his mother, but it is not the advantage, but the use that is made of it, that both benefits the world and is of credit to the individual. And in Lord Fitzmaurice we welcome one who, coming of an eminent line, has added new lustre to its old glories, as a Member of both Houses of Parliament, as Plenipotentiary abroad, and Under-Secretary at home, and now Chancellor of the Duchy of Lancaster; as the author of the life of his ancestors, Lord Shelburne and Sir William Petty, and, above all, of Lord Granville, and the Editor of the *Letters of the Abbé Morillet and of Gavin Hamilton.*

Shall I add yet one thing about him?—I would, if the undergraduates were present: that he was a reviver of Eton football at Cambridge as a University sport. Ladies and gentlemen, in the name of Oxford, we welcome you and we welcome your President, to whose address we are looking forward so keenly.

LANGUAGES IN THEIR BEARING ON INTERNATIONAL INTERCOURSE.*

We have heard, and doubtless shall hear, much in this conference—and it is only right and natural that we should so hear—from teachers and others interested in the practical work of education, of the value of modern languages on their own merits considered as instruments of mental training, and in comparison with the ancient classics and with science, and of the advantages of their knowledge in the markets and exchanges of the world.

The academic and educational aspects of these matters are not likely to be overlooked in this conference at any time, more especially when it meets under the protection of the University of Oxford; nor are we so far removed from the busy hum of our great industrial centres as to be likely even here to forget the practical aspects of our work, and the importance of the part played by the knowledge of modern languages in trade and commerce.

We shall doubtless be shortly discussing, for example, what is the best French or German literature for forming the mind of a young man or woman; what is possible in Secondary Schools in regard to the teaching of languages other than our own; and how many such languages can be taught without trying to do too much—never forgetting, however, that our own language also is a modern language, and that we are citizens of no mean State, of which we have lately been so forcibly reminded by Mr. Hartog's brilliant book on the *Writing of English;* and not forgetting also that the expression a 'Secondary School' is no exact definition, but a very uncertain quantity; though perhaps we have moved somewhat forward in this respect since the conference on Secondary Education held here about twelve years ago, which was the last occasion on which I had the honour of visiting this city upon an educational errand.

Important as these considerations are, I may perhaps, however, plead to-day for a knowledge of modern languages in their bearing on international intercourse and the amenities of society. 'The exaggeration of racial pride and the intensification of racial hatred is one of the modern forms which barbarism has assumed in its war against civilization and progress.' So writes Sir William Ramsay, uttering his warning from among the piled-up ruins of the cities of St. Paul in the remote parts of Asia Minor. Now, for this exaggeration which disgraces movements otherwise productive of great deeds and arising out of noble aspirations, the only remedy is a knowledge of languages, so that

* Lord Fitzmaurice's Presidential Address to the Modern Language Association, Oxford, January 12.

different races and nations may understand each other and not perish in fratricidal contests arising out of a want of mutual comprehension. Does anybody doubt, for example, that the widespread knowledge of the French language and literature in this country is one at least of the causes of the present good feeling between France and England, rendering, as it does, extensive international intercourse comparatively easy? If we, as an Association, are urging on the Education Office more extended opportunities for the learning of German to be given in those Secondary Schools of which the curriculum comes under official influences, we are acting not merely as educational enthusiasts, or as schoolmasters, but as promoters of an international work, who wish to carry the light of peace and goodwill into the obscure regions of mistrust and doubt. And here, as in private duty bound, speaking as I am in this University, I would like to mention the admirable selection of French verse edited by Mr. St. John Lucas, of University College; and also the work of Mr. John C. Bailey on the *Claims of French Poetry*, which has, I hope, at last convinced the unbeliever that French poetry does not consist entirely of the works of Racine and Corneille; and that the English world has been too ready to assume that we shall find nothing at all in the French poets, because we have not found in the seventeenth-century dramatists what we were promised by those who would place them on a level with the ancient dramatists, or with Shakespeare and Goethe; and that 'because we do not find in them what we have been told, we are to be content to ignore the fine things that went before and the great things that have come after.' I am quoting Mr. Bailey's own words.

Having mentioned two distinguished members of this University of the living generation, I would desire to speak of an eminent man no longer with us—Mr. E. A. Freeman. The persistency with which he impressed upon his generation that there was no real distinction between the ancient and the modern world, that ancient and modern history were parts of one great whole, and that the modern languages could not really be appreciated without bearing in mind that they are the children of the ancient languages, may possibly seem to some to have been only the reiteration of an obvious truth, but nevertheless a truth too often overlooked. By enforcing this in season and out of season, Freeman did much to break down the hostility to the study of modern languages in the Universities which inspired men like Dr. Kennedy, who was said to have asked if Cambridge was to be invited to found a tripos for couriers, and believed that the modern side of a school must necessarily be a museum of degenerates.

'The classics,' said Mr. T. W. Mackail at the inaugural meeting

of the Classical Association in 1904, embodying Mr. Freeman's views in a few pithy sentences, 'are at once the root and the soil out of which the modern world has grown, and from which, as a matter of mere scientific or historical fact, and apart from any theory of preference, it draws life through a thousand fibres.' Only the other day M. Croiset, one of the most eloquent champions of Classicism in France, was impressing on the Society of the Teachers of Modern Languages of France that it was not to be supposed he was scornful of modern languages, but on one condition: 'that the study of them must be pursued as classical studies are pursued—with the precision, nicety, and intensity of effort that classical teachers demand of their pupils; otherwise the work would be superficial and barren.'

Perhaps I may here recall, and with pride, that it was an English statesman—the great Lord Carteret—who vindicated the claims of the German language to convey the meaning adequately of the great Greek orations of antiquity. '*Ich sehe und fühle*,' he wrote in the letter to Dr. Wetstein which is printed in Mr. Ballantyne's Life of the statesman—a letter itself written in faultless German—'*dass ihr Deutsch fähig ist, das alte Griechische Feuer anzuzünden, welches in den andern Übersetzungen so ich gesehen habe, ganz ausgelöscht ist.*' But everybody cannot be like Lord Carteret, of whom Swift said that he had 'a latent turn of mind towards heathenish and outlandish books and languages,' and in the present day the teacher of modern languages is almost overwhelmed by the variety of the claims upon him, which might have baffled even a Carteret or a Mezzofanti, for in these days we have not got to think merely of French and German, but of Italian, of Russian and Spanish, and other languages. If Dr. Emil Reich is with us, he will tell you that there is only one language, and that it is Magyar; and I observe that the National University of Ireland is to be asked to say *more Hibernico* that there is only one modern language, and that language the ancient Irish. Recent events have brought forward also the claims to consideration of China and Japan to an ampler recognition.

Perhaps we may occasionally sigh for a return of the days before the Tower of Babel, when, we are told, 'the whole earth was of one language and of one speech.' We may, I think, assume that, although the secretary has not got the minutes, the first meeting of this Association was held upon the plains of Shinar after the deplorable events recorded in the eleventh chapter of Genesis. Ever since then we have had to trace the feeble attempts of the human race to make one language the vehicle of international intercourse, and in proportion as that goal—with all respect for the authors of Esperanto—gets more and more distant, the necessity of cultivating the know-

ledge of the different vernacular languages, in order to maintain the possibilities of civilized intercourse, is more and more recognized.

With the permission of the Vice-Chancellor, I am allowed to skip the brief interval of time which elapsed between the Tower of Babel and the middle ages of the Christian era. But, starting at a comparatively recent date, we can easily trace in international affairs the incidents of the long struggle of Latin to maintain itself as the medium of learned and diplomatic intercourse, and of the vernacular of each State to assert itself against Latin, a struggle complicated by the fact of one modern language—French—from a date which, roughly speaking, may be fixed as about coincident with the accession of Louis XIV., having with growing success substituted itself for Latin.

The vernacular, of course, asserts itself in every country first for purposes which are purely native and domestic. Mr. Hubert Hall, of the Public Record Office, the learned author of the *Formula Book of Diplomatic Documents*, to whose researches in this matter we all owe so much, informs me that as early as 1258 we find an English proclamation on the Patent Roll, and that in France royal Acts in French occur still earlier and more freely than they do in other countries in the vernacular style.

But in the post-medieval period, whilst Latin is still preserved as the language of formal acts for general notification such as treaties, and for treaty papers such as plenary powers and safe-conducts, there is a well-marked and ever-increasing use of the vernacular. Herein French had the advantage from the beginning, first because of its descent from, and its similarity to, its rival, Latin; but, secondly, also owing to a number of political causes: because in England, after the Conquest, it had already ousted the Saxon vernacular as the official language in domestic affairs; because the prestige of the empire of Charlemagne and the reform of letters spread Franco-Roman writing over Europe; because the Norman civilization spread into the Mediterranean basin; because of the influence of the French Crusaders; and because, after the invasion of Italy by Charles VIII., French aggression carried French influence into Italy, and even into Spain and Flanders, although, as Sir R. Phillimore has pointed out in his work on *International Law*, the aggrandizement of the Spanish royal house at the end of the fifteenth century appears for a short time to have introduced Spanish as a general instrument of international intercourse. The events of the Renaissance no doubt gave a sort of revival to the use of Latin; nevertheless, by the end of the reign of Louis XII. France already possessed diplomatically a unique position in Europe, and Baldassare Castiglione, the diplomatist—who, I may remind you, visited the Court of Henry VII. as an ambassador—in the *Libro del Cortigiano* puts French in the

front rank of languages a knowledge of which was necessary at an Italian Court in his time.

Nevertheless, although French had become more and more the successful rival of the parent Latin both in England and the nations speaking the Romance languages, Latin nevertheless continued in use for a long time in the States which then lay more outside the general trend of European diplomacy, as a means of both literary and of international intercourse, such, for example, as Germany and the Scandinavian States.

The triumphs of the French armies and the great development of the literature of France in the seventeenth century still further developed the advance of the French language as a diplomatic instrument. For formal instruments and international treaties Latin is no doubt still largely used, always bearing in mind that France claims to use French where others would use Latin, and the tendency to submit to this on the part of the nations increases from 1660 onwards. St. Didier, in his *History of the Congress of Nymeguen*, says: *L'on s'aperçut du progrès que la langue française avait faite dans les païs étrangers;* and he gives a variety of details illustrating this, which can be found cited in the *Lectures on Diplomacy*, published in 1868 by Dr. Montagu Bernard.

The family compact of 1761 and other outward manifestations of French power increased this tendency, but as late as 1790 we find the Emperor Leopold II., in his correspondence with Louis XVI., complaining of the use of French instead of Latin as being contrary to usage.

The final triumph of French may be said to have been accomplished after the French Revolution; and the final abandonment of Latin as the language of diplomacy may perhaps be dated from the fall of the Holy Roman Empire.

English treaties had ceased to be entered in Latin since 1668 in the Chancery French Rolls, as the series is called, and in 1731 Walpole's Act dispensed with the use of Latin in legal and official instruments. I am informed that probably the last Latin Treaty Paper is the 'Plena Potestas' given to the Earl of Lauderdale, who was sent to France by Mr. Fox during his short tenure of the Foreign Office in 1806, just before his death.

In England, after 1731, Latin was only used for diplomatic documents as an archaic practice kept up by the officials of the Department of the Chancery Protonotary, who dealt with the Foreign Office enrolment of Royal Letters, Treaty Papers, and similar documents. The practice gradually died out, and, I suppose, came to an end with the reorganization of the Chancery offices in the last century.

But notwithstanding this little episode, we can foresee that just as the predominance of Spain in the early part of the sixteenth century made the language of Spain for a time one of the recognized vehicles

of international intercourse, the great position now acquired by Germany in Europe must naturally lead to the occasional vindication by Germany of the rights of her language in diplomacy; while the increasing spread of the British Empire and the position acquired by the United States of America must more and more introduce the use of the tongue of Shakespeare and of Milton as an international language. Be it our duty to see that that language continues to be drawn from the well of English pure and undefiled, and does not become a strange and degenerate compound of the slang of the football field and of the drivers of motor-cars.

It would be rash to speculate what will happen when the plenipotentiaries of all the nations again meet, presumably after the Battle of Armageddon upon the plains of Shinar, to establish a final peace and sign it in one language.

Prince Bismarck is reported to have once said: *Un souverain n'a besoin de savoir que deux choses : bien monter à cheval et parler couramment les langues étrangères.* But who will be the Sovereign, who will be the statesman, who will dictate on this last and greatest occasion what the one language shall be in which the ancient formula is to be consigned: the ancient formula so dear to the diplomatists of old, 'in the name of the holy and undivided Trinity, let there be a perpetual peace'; the formula, however, which I am sorry to have to add some cynical wit—was it Voltaire or the Great Frederick?—said in his time had been almost invariably the herald of the early renewal of a long and bloodthirsty war? Who shall venture, I say, to peer into the future and even guess at these things?

An eminent French writer recently recalled the warning of Voltaire against prophets: *En général les prophètes finissent mal ; le prophète Jurieu fut sifflé ; le prophète Savonarola fut brûlé à Florence ; d'autres furent pendus, mis au pilori, ou avalés par une baleine.* So I shall not attempt to prophesy whether it will be an American President arriving, not on horseback, but in an aeroplane, who will insist on the use of English; or an Oriental field-marshal from the Far East, just returned from the recent conquest of Europe, who will throw a sword into the scales, and insist on the use of Chinese. There is only one thing which appears to me certain: that when the use of one language is at last restored, this Association will be declared to be a useless survival, the members of which, should they again seek to gather themselves together, here or elsewhere, will incur the heaviest penalties, as forming what lawyers call 'a riot, rout, and an unlawful assembly.'

Sir R. Phillimore, in his *International Law*, gives instances showing that Latin was still in general use as the language of treaties till 1738. The present practice in regard to treaties, I am informed by Mr. N. L. Brandt, the Librarian of the Foreign Office, may be stated

thus: 'Treaties are drawn up either in a language which is not that of either of the contracting parties, but which is usually French, by mutual consent; or it is drawn up in duplicate in the languages of both parties.'

There are certain landmarks. Of the three great treaties on which the European State system has been founded—the so-called treaty of Westphalia of 1648 was drawn up in Latin. The Vienna Congress Treaty of June 9, 1815, was drawn up in French; but by Article 120 it was declared that this was not to be regarded as a precedent for the future. The Treaty of Berlin was signed in French, and the formal proceedings of the Congress were carried on in French, though individual plenipotentiaries—Lord Beaconsfield, for example—addressed the Congress in their own language on more than one occasion.

Since Canning's time statesmen have generally used their national languages in written and spoken communications, and Palmerston was a strong advocate of this system, though here, again, French still largely maintains its ground. Nevertheless, attempts to vindicate the use of the vernacular sometimes meet with unexpected difficulties. Although I remember that G. Valbert once said that: *Personne n'égale l'anglais dans l'art de donner un air de vérité à un conte de nourrice*, I am, nevertheless, tempted to tell you an anecdote from my own experience. There was a conference in 1883 in regard to some matters arising out of the Congress of Berlin of 1880. Prince Bismarck had just then been talking a good deal—as he was fully entitled to do—about vindicating the rights of the German language in diplomacy; and Lord Granville said to me that he thought the Conference was an excellent opportunity for vindicating the rights of the English language in diplomacy, because we knew that the plenipotentiaries of the Great Powers on this occasion were all excellent English scholars. So, as the Conference was to meet in London, we announced our intention of using the English language; and all went on very well for a time. But we had forgotten that the delegates of the small Balkan States had the right to attend the Conference, though not of voting. Now, they, after all, were the persons who were really most interested. But hardly one of them spoke or even understood a word of English. So when the conference had held about two sittings, I had to ask Lord Granville how long this was to go on, because all my time was taken up in explaining to delegates of the States what had been going on.

So after that we gave up vindicating the honour of the English language.

THE TEACHING OF FRENCH IN HIGHER FORMS.*

It was with great diffidence and a certain feeling of reluctance that I accepted the invitation to be one of the openers in this discussion, and to speak about the teaching of advanced French; for I may as well state frankly that my experience of teaching French to upper forms has not been at all extensive. My work has been more with young children, and I feel sure there must be others amongst us to-day who have a much wider experience of this higher work, and whose opinions and views would be of far greater value to the majority of us than my own.

However, I hope that before the discussion closes we shall have heard expressed many different thoughts and ideas, all of which will be helpful and inspiring to us in our future teaching and work.

Yet, without at all posing as one speaking with authority, but rather as one anxious to find out and learn the best and most profitable ways of teaching a foreign language in its higher stages, under the conditions which exist in most of our girls' schools at the present day, perhaps I may be allowed to state briefly what are the lines I have followed up till now. That these have been very imperfect and capable of great improvement I am only too conscious; but you amongst my audience who, like myself, are teachers in girls' schools, and who know what problems we have to face, and what difficulties hamper us, and with what hindrances we pursue our ideals, will readily make allowance for shortcomings, and be merciful in your criticisms.

When one speaks of the teaching of French in higher forms, the subject seems naturally to divide itself into two sections:

1. Grammar, and all that is implied in that word—*i.e.*, free composition, translation from and into the foreign tongue, dictation, historical formation and development of the language, etc.

2. Literature, or the study of the great French authors of the past and present centuries.

With regard to the teaching of grammar, I do not think I have many remarks to offer. Every teacher has his or her own way of dealing with this subject, and probably the best is to follow largely the lines that one would go upon in teaching advanced English grammar and composition to our girls in their own mother-tongue; provided always that these are intelligent lines and based upon common sense and reason. I should advocate a certain amount of analysis of sentences, both logical and grammatical, fairly difficult dictation, free composition or essay-writing, and also translation from and into French.

And as I feel very strongly that translation *into* the foreign

* Paper read at the Annual General Meeting on January 13, 1909.

tongue should not be attempted before these higher forms are reached, it appears to me to be a matter of paramount importance how we start this branch of the subject.

Up to the present, I have found that what appears to be the most profitable way is to set the class to put into the very best English possible an extract, not necessarily a long one, from some good modern French writer; then one takes the best of these renderings, and the class criticize it and suggest improvements which will, perhaps, give more accurately the sense of the foreign original, or else improve the English. As the work proceeds the English version may be written, sentence by sentence, on the blackboard; and then, first, the class can put it back orally into French, after which each girl can produce a written version of her own; this, of course, without consulting the original extract. These French versions will naturally be more or less wide of the original, but I know of no exercise more helpful when attempting the beginnings of translation into the foreign tongue. The comparing and balancing of the foreign idiom with their own, helps the girls to acquire at once good habits of expressing themselves clearly and accurately both in English and in French, and I think if only we had time for more of this translating and retranslating —done as class-work—we should see and hear less of those dreadful productions of utter rubbish and nonsense which some girls give in as translations from and into French in their examination papers.

They have their ludicrous side, and one is constrained to laugh sometimes at the wild shots and ridiculous statements; but they have their pathetic and intensely depressing side, too; and one sighs as one thinks sadly of the appalling waste of energy and effort and precious time which must have taken place, both on the part of teacher and pupils, when such things are the result of their work.

After a fair amount of this translation and retranslation has been done, there is something to go upon, and more ambitious attempts may be made in the way of putting English into French. For these exercises there are numerous books of extracts published, and the choice is legion. The one thing, however, that I would plead for is *thoroughness* in the work. Let a little be done at a time, but let that little be of the very best. Make the girls feel that you do not require impossibilities, but that your standard is high, that you want their aim to be a high one, too, and that none but their best efforts will satisfy you.

Let them realize that you are terribly in earnest about this, and they will respond. Show them that you would far rather have half a page of thoughtful work, which shall be a little gem of translation, as far as the girl's powers can make it such, than pages and pages dashed off anyhow. A half-page of

translation which shows sincere and concentrated effort, and in which your pupil has really put of her very best, is more stimulative to her mentally, and of far greater value to her morally, than any quantity of inferior work.

It is just *here*, too, that teachers and advocates of free composition in French, as opposed to translation into the language, whilst our pupils are still in the lower forms, begin to reap their reward. I have known girls brought up on 'free composition lines'—if I may call them so—do these pieces of translation from English and rarely consult any dictionary but a French one. The result has been exceedingly good. The stock of sentences and idiomatic expressions acquired during their practice in free composition, when they have learned to express their thoughts through the medium of French, without having recourse to a bilingual dictionary, stands them now in good stead; and the result is *real* French, as far as it goes, and not a miserable jumble of words strung together without reason, and more or less incoherent in their meaning.

The teaching of historical grammar is a fascinating subject, for which, alas! one has all too little time. I do not propose to dwell upon it now, for I am very anxious to touch upon the teaching of French literature; for I feel that I want to learn more of the ways and methods of others, and I need the help that your criticisms and suggestions will give me.

It has always been my lot (and I suppose I am not at all alone in my experience), when I have been mapping out a scheme or plan for the teaching of French literature, to be obliged to take into consideration the wants of girls who are reading for some examination or examinations, although the form does not consist entirely of these particular girls. Sometimes one finds there are some in the form who are preparing to go in, a year or so later, for the Oxford or Cambridge Higher Locals, or the Higher Certificate, or it may be that some of the girls are working with a view of going in for a Modern Language Scholarship at a University. It is imperative to bear in mind the requirements of these different examining bodies, and to adapt the work accordingly. But, taking into consideration what seems such a miserably small amount of time at one's disposal, and the extent of the ground to be covered during that time; feeling also extremely anxious to do the very best to equip each girl individually for the ordeal she has to undergo, without letting her preparation develop into mere 'cram,' and so killing, or at least paralyzing, her own originality and mental development for the time being, surely a teacher may be pardoned if she feels something akin to despair, and if at times she thinks her task is hopeless and almost beyond her powers. A certain amount of work

done with a view to examination is good for our pupils; but I often feel that the craze for sending them in for so many outside examinations is the curse of our English school system to-day.

However, in the circumstances, to fold one's hands and let these feelings get the uppermost is worse than useless. Their effect is fatal to any good work, for they tend to deaden enthusiasm and to create a feeling of cynicism and even callousness; and Heaven help the teacher who cannot keep alive enthusiasm in her work! Dull and colourless indeed will her lessons become, and her life will be shorn of much that makes it worth living.

Well, something has to be done, and something *must* be done, and no amount of bemoaning will help us. So it is better after all to take a stand and look difficulties fairly and squarely in the face. When that is done, and when one braces oneself up to meet and overcome them, they have a knack, not exactly of melting away (would that they had!), but of becoming much less formidable than we at first thought them.

Now if we examine the syllabuses set forth by the different examining bodies, we generally find there are certain broad lines upon which we can go, and which will cover a great deal of the ground required by them all. It is usually the history of the literature of the seventeenth, eighteenth, and nineteenth centuries that is required (and not always that of all three centuries at once), with special study of the greatest writers of these periods and certain of their books which are set to be read. Well, that gives us scope enough to begin with, and a fairly free choice as to where we *shall* begin.

With this programme before us, then, let us imagine that we are confronted with a class of girls who up to this stage have been trained on Reform Method lines. We know they have been accustomed to conversation, and that they can follow the spoken language fairly easily. We know also that they have done a fair amount of rapid reading in French, and so they possess a passably good knowledge of the written language; but we are aware that up to the present they have gone in for no systematic study of French literature. With such a class one would generally proceed as follows:

The first thing is to choose a starting-point. The period which seems to me to be the best, and upon which, as a foundation, I like to build, is that of the seventeenth century. Possibly many would not agree with me, but the seventeenth century represents a glorious period of French history, and to girls who have at all studied or read anything about French history, 'le grand siècle,' with the glamour of romance which hovers over it, exercises a tremendous fascination upon their imaginations. This, too, being the period when French, as a language, begins to take a definite form and shape, it is peculiarly rich in writers

of widely different styles. For these and other reasons it lends itself better for our purpose than the other centuries, and we can study them later.

After breaking the ground, therefore, by a preliminary talk (in French preferably) about the history of French literature in general, with an outline sketch of the great periods into which it may be more or less divided, in order to help the girls to form clearly some sort of idea as to the place in the ages of the literature and the writers they are about to study, there follows in more detail a special talk about the literature of that century which we mean to take for our starting-point.

Special reference is, of course, made now to those authors whose works we are intending soon to study particularly. We compare them one with another, calling attention to the influence they exerted upon each other, and to the influences at work around them moulding them too; we hint also at the similarities and different characteristics we shall discover as we go on with our reading. In fact, we generally prepare the ground and work up to the choice of some one writer. Personally speaking, I am always delighted when I see any of Molière's works set for special reading, and I infinitely prefer to begin the study of the seventeenth-century literature by reading his plays than by reading the works of any other author of that period. His personality appeals so strongly to the girls. The pathos of his life, with its domestic troubles and unhappiness; his early struggles, and his late ones too, against adverse circumstances and unkind and bitter criticism; the brave face he put on and the gay spirit he showed to the world in spite of everything; his care of and goodness towards those dependent upon him—all these quickly touch responsive chords and awaken sympathy. Then, too, his good-humoured satire and lifelike descriptions of types of character—which belong not only to the seventeenth century, but to all ages and to all nations—these make the man seem so intensely human to them, and put their minds into an attitude of sympathy and appreciation. Therefore, whenever possible, I like to begin the seventeenth century with a study of Molière and then go on to other writers.

So we take one of his great masterpieces—*Les Femmes Savantes*, *Les Précieuses Ridicules*, *Le Bourgeois Gentilhomme*, *Le Misanthrope*, or *Tartufe:* one has plenty of choice—and the first thing we do is to read straight through the play, without any attempt at translation, scene by scene, act by act, the girls all taking different parts. At the end of each act we stop for discussion of the plot as far as it has unfolded itself, of the characters as far as they have been developed, and also for criticism of mode of speech or expressions used by the different persons in the play.

But in order to be sure that the

whole class is following intelligently, and understanding what we are reading, the girls frequently give a *viva voce résumé* at the end of the act, supplementing and correcting each other as the need arises. This analysis is generally done in French, but occasionally in English, the latter more especially if the plot seems at first difficult to follow.

The girls are also encouraged to make their own comments upon what they have read, and to express their opinions as to the merits and demerits of the characters; and most interesting it is to listen to their judgments and criticisms frankly expressed and outspoken. In reading *Le Misanthrope* recently with a class of girls I was much amused and edified by the way in which they took sides warmly for and against Alceste and Célimène. Discussion was very keen, and feeling ran high, and I heard afterwards that the discussion was not confined to the class-room, but continued elsewhere. The result was that when the description of some of the characters was asked for later, as a subject of free composition, the essays given in were really excellent. They showed a well-balanced judgment, and proved that the girls had brought keen interest to bear upon their work. They also proved that they had fully digested and made their own to a remarkable degree what they had been reading, and that they had entered most fully into the spirit of the play.

After treating it in this way from beginning to end, there follows, with regard to a play written in verse, a certain amount of study and analysis of the rhythm and metre. In connection with this side of the question I have found Dr. Spenser's *Primer of French Verse* (Cambridge University Press) a most useful book for class-work. The rules given are clear and straightforward, and the examples and extracts are numerous and varied, and very helpful.

Occasionally, too, we take a speech or a small portion for careful translation into English. This we do either in class or as prepared work, and versions are commented upon and exhortation is given to produce the very best English rendering possible; not only insisting that the accurate meaning be given to the English, but, from a point of view of the language employed, that the English shall be the best calculated to reproduce, as nearly as can be, the style of the foreign original. It is astonishing what results can be obtained from some girls in this direction after a certain amount of practice.

Then some, I find, take a great interest in tracing the origin of a play. Only recently I had an excellent essay on the origin of *Tartufe*, written in capital French, given in to me by a girl of eighteen who is preparing for a Modern Language Scholarship. I had pointed out to her the sources where she could obtain the necessary information, and after some independent reading on her part, she produced a most creditable piece of work.

It may perhaps be of interest if I mention that this particular girl has been brought up entirely, and has learned all her French, in a school where only Reform Method lines are followed, and that she has spent but six weeks in all her life in France. She has not been my pupil from the beginning (I wish I could claim her!); she came into my class only about two years ago.

In this matter of searching for origins, we find the edition of French school textbooks issued by some of the French educational publishers exceedingly useful. Those of Messrs. Garnier Frères, for example, are very good.

As for books other than plays, the mode of procedure is very much the same: reading without translation, chapter by chapter, and, as we come to the end of the chapter, a *viva voce résumé*, helped out by questions from the teacher where necessary, and occasional careful translation to test understanding, are the things we do, with frequently a *résumé* or character sketch done for written work.

And when we come to poetical works on the syllabuses, such as *L'Art Poétique*, or Lamartine's *Jocelyn*, or Victor Hugo's *Légende des Siècles*, there are some good editions published by the Oxford University Press and others; or again, we might have recourse to the French school publishers for good textbooks. Still I feel sure that the most important thing, even when using any of these annotated editions for class-work, is to read straight through the poem first, and one ought to do this, as far as possible, without translation. Let the girls first treat it as a whole, and see the structure of the thing generally; then can come the dissecting and analysis, which the teacher can push as far as she likes, according to her own discretion or the needs and capacities of the class.

Much of the success of this kind of work depends, of course, upon the material one has to work with. As I said at the beginning, my experience of teaching upper forms has been limited, and I have never had much chance of comparing notes with other teachers. From one point of view, however, that experience has been a very happy one, for in the school where my work lies only with the upper forms, I have had the good fortune to find that most of the girls sent up to my classes have been exceedingly well taught in the earlier stages, and their English literary training has not been neglected. The girls who come to me and begin to read Molière and Racine and Corneille, and, later, Victor Hugo and other writers of the Romantic School, are being properly taught to read and appreciate their Shakespeare and English authors and poets. So the ground is well prepared, and this makes my work congenial and pleasant. Yet it also makes me all the more wishful that what we do together shall be good and thorough; and so I much want to hear the views of others, and to learn something of their

methods, and I am anxiously awaiting the discussion which is to follow. I hope many teachers of French in girls' schools will take part in it, for I am looking forward to gleaning many helpful hints and a great deal of useful and practical knowledge.

VIOLET PARTINGTON.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the Examination Schools, Oxford, on Tuesday, January 12.

Present: Messrs. Somerville (chair), Allpress, Bradley, Breul, Cruttwell, Fiedler, Gerrans, Von Glehn, Hutton, Kirkman, Lowe, Milner-Barry, Payen-Payne, Pollard, Rippmann, Miss Shearson, Mr. Siepmann, and the Hon. Secretary.

The minutes of the last meeting were confirmed.

The annual report and accounts were adopted.

The following thirty-five new members were elected:

Miss F. B. Adamson, M.A., 48, University Street, Belfast.

Miss T. B. Alleyne, B.Litt., St. Leonard's School, St. Andrews.

Don Fernando de Arteaga, M.A., Taylorian Institution, Oxford.

Miss M. E. Beckley, Stroud Green High School, N.

Miss Mary Burn, M.A., County High School, Maidenhead.

Miss M. G. Calthrop, St. Leonard's School, St. Andrews.

Miss E. K. Cromie, B.A., Secondary School, Knottingley, Yorks.

Miss E. A. Crosby, Higher Elementary School, Stratford, E.

H. E. Cullingworth, M.A., Erith County Secondary School, Kent.

Miss H. Darbishire, Somerville College, Oxford.

Miss H. C. Deneke, B.A., St. Hugh's Hall, Oxford.

Miss M. E. Fuller, Surbiton High School, Kingston-on-Thames.

G. O. Gleave, Municipal Technical School, Heywood, Lancs.

Miss Lily M. Grove, Docteur de l'Université de Paris, Redland High School for Girls, Bristol.

Miss B. L. Harris, High School, Berkhamsted.

O. L. Hatcher, Ph.D., Bryn Mawr College, Penn., U.S.A.

Miss C. E. Jordan, L.L.A., High School, Kidderminster.

Miss L. Jowitt, Bristol Day Training College.

Miss M. A. Keeling, St. Hilda's Hall, Oxford.

W. M. Kerby, D.Litt., D.ès L., Municipal Secondary School for Boys, Ipswich.

O. Lunnebach, M.A., Royal Academy, Belfast.

Rev. T. L. Mackesy, M.A., Swindon, Wilts.

W. Mühleisen, Union Society, Oxford.

A. P. Nicholls, B.A., University of Graz, Austria.

Miss K. E. Overbury, Caxton House, Southgate, Wakefield.

Miss M. L. Placop, St. Leonard's School, St. Andrews.

C. B. Roberts, R.N., H.M.S. Suffolk.

C. J. H. Saniter, B.A., Castleford Secondary School, Yorks.

Miss D. H. Spalding, Whincroft, Crowborough.

T. A. Stephens, B.A., Board of Education.

H. G. Theodosius, B.A., B. ès L., King Edward School, Lytham.

George E. Thompson, B.A., Hymer's College, Hull.

Mlle O. Treich-Laplène, Channing House School, Highgate, N.

Miss S. R. Webster, M.A., Ladies' College, Cheltenham.

F. G. Witts, B.A., Hornsey County School, N.

PAPERS ON THE TEACHING OF LANGUAGES AT THE NORTH OF ENGLAND EDUCATION CONFERENCE.

AT the North of England Education Conference at Manchester there was a large attendance at the sectional meeting, which was devoted to 'The Teaching of Languages,' on Friday afternoon, January 8. Papers were read by Professor E. A. Sonnenschein and Mr. Hardress O'Grady. Mr. Butterworth, who presided in the absence, through illness, of Professor M. E. Sadler, said that there was no royal road to the thorough acquisition of any language. There must be system. He was glad that more importance was now attached to *viva voce* teaching. There was still too much merely superficial and utilitarian knowledge of languages. He pleaded for a fuller association of literature with language teaching, for the humanizing of the technical side of language with the help of literary study. A letter was read from Professor R. S. Conway, who said there had arisen in the mind of thoughtful teachers of classics a feeling of dissatisfaction with the traditional method of learning large quantities of accidence by heart, and applying this formal knowledge to equally formal exercises of translating into and out of Latin detached, dull and wholly meaningless arrangements of words, sentences such as no boy or girl nor any human being was ever likely to write or to speak. But, he said, we do not find the same agreement among teachers as to the remedies proposed. On the one hand, there are the enthusiastic advocates of the conversational method, which has proved its high value when applied to Modern Languages; and on the other there is the deep conviction of many experienced and thoughtful teachers that this method fails to do what we wish most of all to accomplish for our pupils in teaching them Latin. In indicating the best way of escape from this dilemma, Professor Conway said that the difficulty lay in the topics to be chosen for oral lessons, and that this was directly connected with the different aims of classical and Modern Language teaching. For Modern Language teaching any subject — the nearer to the pupil's daily experience the better—would serve; but the aim of the classical teacher is to interest his pupils in human life as it was 2,000 years ago, and especially in the noblest and deepest parts of that life. We should therefore take the subject-matter of our exercises from ancient life, and not make up conversations on topics utterly strange to the Greeks and Romans themselves. To do the latter is to introduce a silent but fatal falsehood at the very outset of our teaching. We must try to bring before the children's minds some noble character or picturesque custom, or some typical event in that still powerful world, whose only claim to be remembered is that it is too great to be forgotten.

Professor Sonnenschein in his paper outlined the aims of the Classical Association. He said that the association had never adopted a narrow or exclusive attitude towards the teaching of other subjects. It welcomed as an integral part of the school curriculum, not only Modern Languages, but also physical and natural science. It believed that something could be done to improve the teaching of all these subjects by way of concentration of interest, by securing that they should all work together for the imparting of a liberal education—not merely that they should all be recognized as elements of a liberal education, but that they should positively advance one another's aims by direct co-operation. The association stood for two things in particular: (1) the maintenance of the classics as an integral part of the national scheme of secondary education; (2) a reform in the methods of classical teaching. It had made current in a very large number of English secondary schools a reformed pronunciation of

the Latin language, and it had struck a blow for the literary study of the Greek and Roman classics. Professor Sonnenschein, after referring at some length to the work of the Curricula Committee, as given in the *Proceedings*, 1907, said that there was a scheme on foot for the formation of a committee to take into consideration, and report on, a scheme for a uniform and simplified terminology of the grammars of all the languages commonly taught in schools (English, Latin, Greek, French, German). The principle at issue had been adopted and put into practice by the Reformgymnasien of Germany within the last few years, and Professor Sonnenschein expressed his belief that the true solution of the language difficulty would be found in a reform on these lines.

Mr. Hardress O'Grady* sketched briefly but clearly the Reform Method of teaching modern foreign languages as he conceived it. He imagined a school consisting of six forms, of which the average ages went from twelve to eighteen years. In the first form the teacher would, before uttering a word of the foreign language, give his pupils a thorough understanding of the speech sounds of their *local* English ; then he would teach them or get them to evolve the sounds of the foreign language. The first ten or fifteen lessons of such a course as Dent's *New First French Book* or Ceppi's *Beginners' Book* would be taught without opening the books, and ample exercises would be worked in phonetic script. When the matter had been quite grasped, the teacher would pass with great caution to the ordinary spelling, and the lessons already done in phonetic script would be done over again in the ordinary spelling. New words would be taught by pictures, objects, gestures, and so on. The rules of grammar should be evolved by the class with the help of the blackboard. Mr. O'Grady laid great stress upon the organization of the work of the whole school by a central authority, so that minima of new words and grammatical usages should be mapped out for each form and rigidly insisted upon. In the second year dictation should begin and short free composition, built up from a blackboard skeleton. Simple texts with *questionnaire* should be read in the third year. In the fourth year essay-writing should begin, and text-books dealing with historical incidents of the foreign country should be read. In the fifth year debates in the foreign language should be introduced, and translation from the foreign language might begin. The last year should be reserved for the study of literature, and perhaps there might be some translation from English into the foreign language, but this would be better reserved for the University or training college period.

Mr. O'Grady summed up the principles of the Reform Method as follows :

1. To teach words from pictures and objects first, and from the sight of the spelling, from the spoken sound, and by the motor exercise needed to write them, then by associating them with, and deducing their meaning from, other words.

2. To encourage word-building and word-formation.

3. To teach grammar inductively.

4. To use pictures and text-books as the basis of conversation.

5. To exercise knowledge by writing as well as orally.

6. To choose texts bearing on foreign life and consisting of complete passages.

7. To study foreign life, history, and literature.

8. To encourage pupils to make their own grammar books and their own classified vocabularies.

9. To avoid as much as possible the use of the mother-tongue till late in the school career.

In conclusion, Mr. O'Grady warned teachers that the Reform Method was a most difficult one to employ ; it needed the most patient, business-like, and thoughtful organization. Training courses

* Mr. O'Grady's paper will appear in full in an early number of MODERN LANGUAGE TEACHING.

should be established at the great centres to turn out properly qualified teachers.

The Rev. W. G. Edwards Rees, in an amusing speech, declared that the English were almost the worst linguists in the world. He attributed this largely to the indifference and imperfect articulation with which we speak our own language; and then he made merry over the idea of teaching English boys phonetics, and of using pictures as a means of teaching them vocabulary. The discussion was continued by Mr. W. G. Lipscomb (Bolton Grammar School), Mr. J. McInnes (Manchester University), and Mr. G. F. Bridge, Secretary of the Modern Language Association.

ALLGEMEINER DEUTSCHER SPRACHVEREIN, LONDON BRANCH: GERMAN EXAMINATION.

On Friday, March 12, 1909, there will be held an examination in German open to boys and girls resident in England and under nineteen years of age. The examination will be controlled by a board composed of two examiners and two moderators. The examiners for this year will be E. L. Milner-Barry, M.A., and E. C. Quiggin, M.A., Ph.D. On the result of the examination will be awarded prizes of books and certificates, and, if the available funds permit, travelling scholarships. Successful candidates may choose books to the amount of the prize awarded them, subject to the approval of the examination board.

The examination will take place in the candidates' own school. There will be an entrance fee of 5s. for each candidate.

Candidates will be divided into the following groups: (*a*) Boys and girls neither of whose parents are German, and who since their twelfth birthday have not spent two years in Germany. (*b*) Boys and girls one or both of whose parents are German, or who since their twelfth birthday have passed two years in Germany.

Candidates of both groups (*a*) and (*b*) will be examined in one of two sections, according as they are (I.) under nineteen or (II.) under seventeen on the day of the examination.

The examination for Section I. will consist of two papers, containing—(*a*) German passages, prose and verse, for unseen translation into English. Time allowed, two hours. (*b*) English passages for translation into German, with a choice of subjects, literary and general, for a German essay. Time allowed, two hours. The standard aimed at in this section will be that of the Cambridge Entrance Scholarships.

The examination for Section II. will consist of two papers, containing—(*a*) German passages, prose and verse, for unseen translation into English. Time allowed, two hours. (*b*) An English passage and some sentences for translation into German, with a choice of general subjects for a German essay. Time allowed, two hours. The standard aimed at in this section will be that of the London University Matriculation.

N.B.—In both sections, paper (*a*), unseen translation, carries equal marks with the combined composition paper (*b*).

Candidates in either section obtaining half marks will receive a pass certificate.

If feasible, candidates of both sections who succeed in satisfying the examiners in the written test will be admitted to an oral examination, which would count one-fifth of the maximum, and would be held in the first week in May.

In the event of no oral examination being held, results will be published not later than May 1 in the committee's report, a copy of which will be sent to each school.

Specimen papers of the last examination may be obtained free on application to the Hon. Secretary.

N.B.—(1) School authorities must undertake to supervise with all strictness the written examination.

(2) The papers must all be done within the time allowed for the examination, and must be posted in a single packet on the evening of the day of examination, with candidates' fees, to

THE HON. SECRETARY,
Allgemeiner Deutscher Sprachverein,
47, George Street,
Cheetham Hill, Manchester.

(3) Candidates are requested to state clearly on their papers their name and initials, the section (I. or II.) and group (*a* or *b*) to which they belong.

(4) Each packet of papers should bear upon the cover the name of the school and a statement as to whether it be a school for boys or girls, or mixed.

CORRESPONDENCE.

'THESE SORT OF QUESTIONS.'

I TRUST M. Jules Pingouin will hesitate before he accepts the explanation so bravely given and so ingeniously paralleled by Mr. Atkinson in the December number of MODERN LANGUAGE TEACHING. 'These sort of questions' has been justly found fault with, and even in an ungrammatical, slipshod tongue like our own is quite inadmissible. The 'Penguin' is a very intelligent, witty, and observant bird, according to M. Anatole France, and the 'Penguin,' as such, refuses to believe that such a set phrase is possible, even in the tongue of the 'Non-Penguins.' He won't have it, at any rate, in his 'Island.'

'These sort of questions' should be either (1) 'this sort of question' or (2) 'these sorts of questions.' Colloquially the expression might possibly pass, but when written must be strongly condemned. As to the explanation given for it, 'sort of cross,' 'kind of grinned,' it must be observed that, in this vulgar colloquialism, 'sort of,' 'kind of,' are followed by an adjective and a past participle, and *not* by a noun as 'in these sort of questions.'

If M. Jules Pingouin would look at p. 222 of MODERN LANGUAGE TEACHING (November number), he will find some innocent forms of expression pilloried without sufficient reason. What would the reviewer think of 'these sort of questions'? Yet we are asked to accept as a 'set phrase' what is nothing more or less than a *vitium linguæ*. M.

[A correspondent writes on this subject: 'Why not remind M. Jules Pingouin of his own language? I remember asking a friend at the time why the forged document said, "Ce canaille de D . . . ," and he quoted, "Ne me dites jamais ce bête de mot." This is a similar kind of attraction.']

MR. VON GLEHN'S LECTURES ON THE REFORM METHOD.

The Executive Committee deserves the thanks of all interested in Modern Languages for having arranged the lectures on the teaching of French given by Mr. von Glehn. I have never before listened to such a clear and interesting exposition of the principles of 'reform' teaching. He shirked nothing, and dealt with the various points in a masterly and a thoroughly practical way. I intended to make these remarks in moving a vote of thanks, but I am glad I was forestalled, as they may now, with your permission, reach a much larger audience. I write to ask you to use your influence to get Mr. von Glehn's lectures printed and widely distributed. They would be a godsend to reformers, especially to those who are merely playing with reform teaching or groping in the dark. That reform teaching should be often discredited is indeed hardly to be wondered at. Many of the attempts which I have seen are merely the old teaching with a reform textbook, and I have recently heard of a teacher who had been using Dent's French Book for a whole term before he discovered the pictures at the end.

I may say I attended Mr. von Glehn's lectures chiefly because I was anxious to know more minutely the methods employed to obtain the highly satisfactory results which I had seen when I had the honour and privilege of examining Perse School last summer. The results I found would be an eye-opener even to some of the leading reform teachers. Not only was the pronunciation fluent and correct throughout the school, but the knowledge of grammar was far above the average. Moreover, the pupils of the top forms could really translate English into idiomatic French, and would have easily put to shame, in this department, those taught by the old method; and, more noteworthy still, they were able to appreciate the masterpieces of the seventeenth century in much the same way as a French boy would have done.

In Mr. von Glehn's lectures I was most impressed by his way of dealing with grammar, and by the strong case he made out for the use of phonetics in the class-room.

J. G. ANDERSON.

ZEPPELIN.

Has the name of 'Zeppelin' terrors for the English tongue? It appears that even the 'native-born' has his moments of uncertainty both as to this name and as to that of Böcklin, till recently a man of greater note than the Count. At any rate, the question of the pronunciation of both names was not long ago allotted a paragraph in the 'Kleines Feuilleton' of the *Frankfurter Zeitung*. It may interest your readers to have the German of it:

'Wie ist der Name "Zeppelin" zu betonen? Diese Frage ist in letzter Zeit oft aufgeworfen worden. Man hat an Böcklin's bekannte Erwiderung auf ein Huldigungsgedicht von Frida Schanz erinnert:

"Wart', Frida Schanz, gleich komm' ich mit dem Stöcklin
Und klopf' Dir aus dein Dichterunterröcklin:
Zum Teufel mit Böcklin'—ich heisse Böck'lin!"

und gemeint, auch Zeppelin sei Schwabe.* Dem gegenüber steht zunächst fest, dass die Zeppeline aus Mecklenburg stammen (ein "Zepelin" liegt unweit Bützow in Mecklenburg-Schwerin) und dass die ursprünglich slawischen Namen auf "l" und "in," wie Berlin, Stechlin, Kröplin, auf der zweiten Silbe betont werden. Was aber für den Sprachkenner die Frage entscheidet, ist das "p," bezw. "pp" in "Zeppelin." Wäre der Name alemannisch, so müsste er, da das mittel- und niederdeutsche "p" im Oberdeutschen überall zu "pf" verschoben worden ist, "Zepflin" heissen, wie denn die "Zäpfli" und "Zäpfle" im Schwabenland und in der Schweiz nicht selten angetroffen werden.† So fällt es auch am Bodensee niemandem ein, den Namen anders als Zeppelin'‡ (tsepəlin') auszusprechen.—DR. K.'

Yours, etc.,

MARSHALL MONTGOMERY.

Giessen University.

FROM HERE AND THERE.

THE Editor desires to express his thanks to those who have so kindly assisted him during the past year. He would welcome more frequent communications of interest to teachers for insertion in this column; and for the bibliographical work of the new year he earnestly invites members to send him the titles (with publishers and prices) of French and German books suitable for the private reading of our boys and girls.

Good reports of the Annual Meeting at Oxford appeared in the *Times*, the *Morning Post*, the *Manchester Guardian*, and the *Yorkshire Post*; the fullest is in the *Oxford Chronicle* of January 15, to

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* Arnold Böcklin is a Swiss, born at Basel, 1827 (d. 1901).

† *Cf.* Otto Behaghel, *Die Deutsche Sprache*, pp. 24-26

‡ Does the 'lay' Englishman say 'zepəlin,' as he says 'zjuərik'?

the editor of which we are particularly indebted for his excellent reporting.

Lord AVEBURY, in distributing the prizes at the Bromley School of Science and Art on January 9, said that he had been deeply impressed with the loss to us as a nation which resulted from the neglect of Modern Languages and science. The progress of German commerce must to a large extent be attributed to the attention given in their schools to Modern Languages, and to the great advance that they had made in technical science. We could not expect to hold our own till our system of education was modified. To engage in commerce without science and Modern Languages was like fighting a battle with bows and arrows against rifles and cannon.

It is with unreserved pleasure that we congratulate the English Association on its steady increase of members, as reported by Mr. Boas at the Annual Meeting successfully held at University College on January 15 and 16. Professor Ker's paper on 'Romance' was a delightful feature of the meeting. The dinner was followed by some excellent speeches, and on the Saturday several very good papers were read. Miss Gill, Head-mistress of the L.C.C. Laxon Street School, and Mr. Samuel, Head-master of the Millwall Higher Elementary School, adduced welcome evidence of the very satisfactory efforts that are being made to instil in elementary school children a love of literature and a taste for reading; and Mr. Jenkyn Thomas, Headmaster of the Hackney Downs Secondary School, read a thoughtful paper on 'Examinations in English.' This subject is to be considered by a subcommittee of the English Association. The fact that our Association has taken a similar step with regard to examinations in Modern Languages shows that the importance of preventing the examining from lagging far behind the best teaching is being generally recognized.

The adoption by the Assistant Masters of the report of the Classical Association on the pronunciation of Greek, with an amendment rejecting the easy compromises suggested for the benefit of the weaker vessels, and the approval of the report by the assembled Headmasters, are signs of progress which are most welcome to the teacher of Modern Languages. Every language learnt with proper regard to the pronunciation serves to exercise the organs of speech in a beneficial manner and to render the acquiring of a fresh language easier. The 'old' pronunciation of the classics was a hindrance to the teacher of Modern Languages; and now that the study of phonetics is triumphing in foreign languages, we may confidently hope that the importance of considering the sounds of the mother-tongue will be more and more widely realized.

The Société des Professeurs de Langues Vivantes de l'Enseignement Public is arranging an International Congress on the Study and Teaching of Modern Languages, to be held at the Sorbonne, Paris, from the 14th to the 17th of April next. The discussions will be divided into three sections: (1) Questions connected with the preparation of Modern Language teachers. (2) Questions connected with teaching, and specially the practical and efficient teaching of grammar, the term 'grammar' being interpreted to include the thorough comprehension of the spoken and written language, and the art of writing and speaking it correctly. (3) Questions connected with the study of Modern Languages outside the class-room. A programme of the meeting is enclosed in this number of MODERN LANGUAGE TEACHING. It will be seen that it is intended to organize some social gatherings, and we may add that the managers of the Congress hope to be able to arrange a theatrical performance.

Through the kind offices of the French Ministry of Public Instruction, the Board

of Education have received from certain French publishers a very considerable number of educational books which were exhibited in the French Educational Section of the Franco-British Exhibition. The firms which have co-operated in making this generous and valuable gift to the Board's Library are: Belin Frères, Librairie Armand Colin, Édouard Cornély et Cie., Librairie Ch. Delagrave, Delalain Frères, Hachette et Cie., Masson et Cie., H. Paulin et Cie.

CAMBRIDGE UNIVERSITY, ENTRANCE SCHOLARSHIPS IN MODERN LANGUAGES.—At Gonville and Caius College: W. D. G. Batten (£60), Clifton College; J. F. A. Christie (£40), Clifton College; A. B. Bratton (honorary), Harrow School. At King's College: F. L. Birch (honorary), Eton College. At St. John's College: N. B. Jopson (£60), Merchant Taylors' School, Crosby.

LONDON UNIVERSITY. — Negotiations have been in progress for some time between the authorities of the University of London and the University of Paris with regard to a proposed interchange of students, or, in other words, the institution of a system whereby students of the one University should be allowed to spend a certain time at the other, such period being officially recognized as part of the course for a degree. The constitution of the University of London did not, however, permit of its accepting any part of a course of study not pursued in one of the ways mentioned in the definition of an 'internal student,' and, in order to carry out the arrangement, the statutes of the University have had to be altered. The Senate, having previously submitted a draft of the new statute to Convocation, have now adopted it, with this proviso: 'A course of study, extending over not more than one year, taken in another University approved for this purpose, subsequent to the passing of the Intermediate Examination, may be accepted in lieu of an approved course of study taken in this University.' This new statute has been laid, as is required, on the tables of both Houses of Parliament. Under this new power the University of London will be able to approve the University of Paris, and send its students to study there for one year out of the three required for the Bachelor's Degree, provided that it is not the first of those three years. There is no constitutional difficulty on the part of the University of Paris such as there was here, and it is within the power of that University to reciprocate. During the negotiations it was considered whether professors as well as students might be interchanged, but the practical difficulties were insurmountable.

OXFORD UNIVERSITY.—The Curators of the Taylor Institution have renominated Signor Coscia, M.A., Queen's College, as Taylorian Lecturer in Italian for another year.

OXFORD UNIVERSITY.—M. E. Fannière, Lic. ès L., Lecturer in French, University College, Nottingham, has been appointed Additional Lecturer in French at the Taylor Institution. In order to provide additional lectures for students reading for the Final Honour School in French, the curators have appointed M. Julien Jacques Champenois, Lic. ès L., Lic. en Droit, Agrégé de l'Université de Paris, M.A., Edinburgh, to lecture on French Literature.

OXFORD UNIVERSITY, JESUS COLLEGE.—Mr. T. H. Parry-Williams, of University College, Aberystwyth, has been appointed to a Meyrick Graduate Scholarship for research in Celtic language and literature.

SHEFFIELD UNIVERSITY.—Mr. A. R. Skemp, M.A. Manc., Ph.D. Strassburg, Lektor in English in Strassburg University, has been appointed Lecturer in English.

Mr. P. SHAW JEFFREY, Headmaster of the Royal Grammar School, Colchester,

has made an interesting abstract of reports on the situation as regards Free-Placers in 100 selected schools of various types. The introduction of boys at the age of twelve into many secondary schools has an important bearing on the linguistic curriculum.

Mr. C. R. FAUSSET has been appointed Modern Language master at Bolton Grammar School.

Mr. E. C. KITTSON, B.A., has been appointed to the vacant Modern Language post at the Whitgift Grammar School, Croydon.

M. VICTOR WILLEMIN, Villa Monplaisir, Épinal (Vosges), Director of the Bureau Scolaire International Français pour l'Échange et l'Installation familiale des Enfants à l'Étranger, writes: 'Auriez-vous la bonté de faire connaître à vos lecteurs que j'ai une jeune allemande de 18 ans, de famille très distinguée d'une très jolie ville du Rhin, à échanger de mars à juillet, contre jeune garçon ou jeune fille anglaise. Il y a cinq autres grands enfants à la maison, garçons ou filles. J'ai encore un autre allemand à échanger en Angleterre, mais pour les vacances.'

Two German ladies, sisters, eighteen and nineteen years of age, would like to hear of a family (or families) where they could learn English in return for giving lessons and making themselves generally useful with children or in the house. One is musical, the other has learnt office work and is a good German correspondent. For further particulars apply to Mrs. N. Strafford, Moor Cottage, Berkhamsted, Herts.

Herr ERNST ZANDER, Overberge bei Kamen, Westfalen, Germany, would like to exchange letters with an Englishman who wishes to improve his knowledge of German.

The Reform Method is making its way in the East. From India, Mr. J. A. Yates, Inspector of Schools in Madras, has sent us a copy of *The Direct Method of Teaching English to Indian Children*, which he has written in collaboration with Mr. T. Rajagopalachari, B.A., B.L. It is an excellent book, with detailed instructions for the teacher; the pupil's book contains only the lessons, with suitable illustrations. In Ceylon (so we learn from the *Journal of Education*), instead of instruction by means of translation and the grammar book, the Direct Method will henceforth be followed, and there will be systematic practice in conversation based on common objects, pictures and actions. In Siam, a book written on strict reform method lines is widely used for the teaching of English; and from Japan we have received copies of the *English Teachers' Magazine*, a bilingual publication devoted to the interests of English Language Teaching in Japan, in which the Reform Method receives due consideration, and which generally promises to be of very real value to the many enthusiastic teachers in the great country to which we are becoming more and more closely allied. We wish our youthful but very vigorous contemporary every success.

GOOD ARTICLES.

JOURNAL OF EDUCATION, January, 1909: Notes on Education in 1908 ('An Old Fogey'); The Scholar's Literature Notebook (Amy Barter); Girls' Schools in Switzerland (Ada F. Cossey).

SCHOOL WORLD, January, 1909: The Place of Etymology in the Teaching of English (J. Oliphant); The Most Notable School-books of 1908; Phonetics in Music and Modern Languages (J. Miles).

SCHOOL, January, 1909: Higher Education for Girls in Prussia (J. Drever); The Status and Qualifications of American Teachers (W. H. Winch).

DIE NEUEREN SPRACHEN, January, 1909: Wie ist eine Förderung des Englischen an den Gymnasien ohne Schädigung des Französischen möglich? (G. Huth); Spracherlernung mit Hülfe der Sprechmaschine.

BOLLETTINO DI FILOLOGIA MODERNA, December, 1908: Per le Cattedre di Filologia moderna nelle nostre Università (T. Lerario).

MODERN LANGUAGE TEACHING

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R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

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SOME ASPECTS OF GERMAN EDUCATION.*

THE present system of German education is the outcome of long experience, constant vigilance, and careful consideration. A foreign student cannot fail to be struck with its complete organization and discipline. The high degree of uniformity reached throughout the Fatherland is astonishing—all the more so if one bears in mind that the German Empire consists of over twenty autonomous States, and if one realizes the great divergencies of race and character in its population. We may, or may not, approve of this uniformity, but we cannot help admiring the splendid order which pervades the whole. It is obvious that such completeness of organization and such a high degree of uniformity could be brought about only by a Central Authority and in a well-disciplined country, where the Minister of Education has only to say, 'Hoc volo, sic jubeo,' and the whole army of executive officers is set in motion to carry out loyally and efficiently whatever the authorities may decree. This is so in Prussia, and the other States follow her example, not necessarily in every detail, but sufficiently closely to give the whole organization the stamp of unity.

It would be interesting to trace the present arrangements from their beginning, and to observe their growth from early times; for their development is by no means a continuous chain of steady progress. German education, like most other growths, has had its seasons not only of rapid development, but also of torpor and decay. However, I must not attempt this here, because to give a mere outline would take longer than you would care to listen; for the history of German

* Paper read at the Annual Meeting on January 13.

education has been largely determined by the history of German civilization and German politics. I must confine myself to a few words about the historical development. From the sixth century, when Irish and Anglo-Saxon monks brought Christianity to Germany, and with it the rudiments of learning, up to the end of the Middle Ages education was the handmaid of the Church; it was almost entirely provided by the Church, and served the purposes of the Church. The Renaissance and the Reformation brought about a great change. Intellectual culture increased considerably, and spread in ever-widening circles. The general trend of this new development of education and educational institutions may be described as a rapidly advancing modernization and secularization. Various attempts were made to introduce 'realistic' studies—especially Science and Modern Languages—in the schools; and the methods of teaching improved considerably under the influence of men like Ratich, Comenius, Rousseau, and Pestalozzi, but the age of Herder, Lessing, Schiller, Goethe, Kant, and Fichte returned to the humanistic ideal in education. The most enlightened Germans of that time had nothing but contempt for anything that savoured of 'realism,' 'philanthropinism,' and 'utilitarianism.'

The pedagogical character of the humanistic Gymnasium, which at the end of the eighteenth century was universally recognized as the type of school corresponding to the new educational ideal, was largely the work of one man—Friedrich August Wolf. His aim was to effect a harmonious union between culture and discipline, form and substance. Professor Paulsen states Wolf's views regarding the purpose of the Gymnasium as follows:

'Its object is the development of all the faculties in every direction. To this end a study of the ancient languages is regarded as of the utmost importance, for by cultivating the Greek and Roman languages and literatures we acquire skill in all mental operations. The grammar assists us greatly in formulating our ideas; the classical poets stimulate our æsthetic sense, and develop a taste for beauty and simplicity; the study of the historical and philosophical writers enlarges our horizon, fills us with noble sentiments, and furnishes a historical basis for the proper conception of the present. The study of mathematics ranks next in importance, and it, too, furnishes the faculties with an excellent training. The new era despises the utilitarian and encyclopædic attainments so highly valued by the previous epoch. True human culture, and not utility, is its aim. It is characteristic of ignoble souls to appreciate only what is absolutely utilitarian, and to overlook entirely the importance of a free, beautiful, and perfect culture of the inner life.'

This ideal stood the test of fully one hundred years, for throughout the nineteenth century, or at any rate until 1882, the humanistic

Gymnasium retained its position in spite of the heated controversies which were unceasingly carried on, and in spite of eloquent advocacy of 'realistic' studies. The enormous advances made in scientific discovery, the ever-increasing importance of Modern Languages, the growing materialistic tendencies of the people arising from undreamt-of commercial and industrial developments—all this was on the side of those who were dissatisfied with the education supplied by the Gymnasium. This dissatisfaction arose, not because any strong case could be made out against the training given in these schools, but because it was felt that insufficient attention was given to modern subjects which were indispensable to men following practical pursuits in a highly civilized world. To adapt the Gymnasium to these new requirements greater attention was paid to Mathematics, Science, and Modern Languages. This, of course, could not be done without extending the time given to secondary education. As a result, the leaving age rose from seventeen or eighteen to about twenty. In addition to this, home-work gradually increased, till loud complaints of over-pressure arose. All these circumstances combined brought about the foundation in 1859 of a semi-classical type of schools, in which Greek had no place, Latin was curtailed, and Mathematics, Science, and Modern Languages were given a more important position in the curriculum. During the Bismarckian era, under the Prussian Ministry of Bonitz, another attempt was made to bring the Gymnasium into line with modern requirements, this time at the expense of the number of hours given to Latin, which was reduced from eighty-six to seventy-seven hours per week for the nine forms. The new Order of Studies, published in 1882, with its ideal of 'all-round education,' was short-lived. As a matter of fact, it did not give satisfaction to anybody, neither to the advocates of the 'realistic' institutions which were now called 'Realgymnasien,' nor to those of a purely classical education who took exception to the curtailment of Latin. 'Great expectations were therefore raised when Emperor William II. set himself to reform the Gymnasium at the Conference held in December, 1890. The youthful monarch appeared in person, and in his opening speech cast the spell of his will over the transactions of the assembly from the first. The keynote of his speech was that the Gymnasium failed to give a national education, nor was it adapted, he said, to modern requirements. The ultimate outcome of this Conference was a compromise between the inclination of the assembly to cling to the humanistic Gymnasium and the forward pressure of the Emperor. Latin was considerably curtailed (from seventy-seven hours to sixty-two); the Latin essay, the keystone of the arch of classical studies, was dropped. On the other hand, great stress was laid on German, and the total number of school hours per

week was reduced; but the Leaving Examination of the Gymnasium remained the only gate which admitted to the four faculties of the University.' Ten years later, the Reform of 1901 was undertaken. The Latin of the Gymnasium regained a little of the ground it had lost, the number of hours given to this subject rising from sixty-two to sixty-eight, but the Realgymnasium, as well as the purely Modern School called 'Oberrealschule' with a nine years' course, were given the same privileges as the Gymnasium; so that now a Leaving Certificate from either of these secures admission to the Universities.

There are at present two kinds of Gymnasien and Realgymnasien. In the more modern type, named 'Reformgymnasium' and 'Reformrealgymnasium,' Latin is not begun until a boy reaches 'Untertertia' (age thirteen to fourteen), and Greek in the Reformgymnasium only begins in 'Untersecunda' (age fifteen to sixteen), while French and German receive more time in the lower forms. But these Reform-schools are not yet accepted as normal types, and therefore their 'Lehrplan' cannot be adopted without permission from the Minister of Education. Another minor change in the Gymnasium is this: Instead of taking French as the compulsory modern language, English may be substituted, and French then becomes optional.

The last important change in German Education was introduced last autumn. By decree of the Minister of Education, women who have passed the Leaving Certificate Examination are admitted as regular students to all Prussian Universities, and Girls' Schools are to be established corresponding to the Reformgymnasium, Reformrealgymnasium, and the Oberrealschule. These will give girls an education similar to that which boys receive, and will lead up to the University. Last summer there were seventy-one fully matriculated women students at the University of Freiburg, and ninety-nine at the University of Heidelberg; of the latter thirty-nine took the Philosophical Faculty, thirty-four Medicine, fifteen Mathematics and Natural Science, and eleven Law or 'Cameralia.'

I will now try to give a rather more detailed account of the German higher schools, and point out where they seem to me to differ in essentials from our schools.

The preparation for any of the higher schools can be obtained in the elementary school or in preparatory establishments. It is characteristic of democratic Germany that children of good family are frequently sent to a public elementary school from the age of six to ten; this is still considered by many the best course to take, while others prefer to send their children to a preparatory school, where fees are paid, and where, therefore, no children of the lower classes are to be met. The instruction given in both is practically the same.

At the age of nine, or more commonly ten, a boy intended for

the Gymnasium, Realgymnasium, or Oberrealschule, passes an Entrance Examination, which is of a formal character and applies tests in the three R's. Then begins the regular nine years' course. There are nine forms to pass through, in each of which boys must stay for a whole year. If they are not promoted at the end of the year, they have to stay in the same form with no hope or chance of being moved up till another twelve months have passed. This rigid arrangement of annual promotion has far greater consequences than is generally supposed. In the first place, the subject-matter to be mastered in the whole course has to be divided into nine parts; and, further, each form must bring practically all its pupils (for only about 10 per cent. are as a rule kept down) up to the standard for promotion—*i.e.*, they must know their work more or less thoroughly, for no promotions are made merely out of charity. Anyone acquainted with the great disparity in boys' abilities will understand from this that, in teaching, the rate of progress has to be kept very slow, and that the clever boys have an easy time. But that is quite in accordance with the general aim and ideal of the German secondary school, for its object is emphatically not to give the clever boys the chance of advancing as quickly as possible, but to bring the large majority of its pupils up to as high a general level in all subjects as can be attained. If one compares this system with our practice of terminal promotion, it becomes obvious that if the Germans sacrifice to some extent the clever boys to the weaker members of a class, we are bent on giving the best boys a chance of going ahead at their own pace, and as far as their ability will carry them. It goes without saying that any arrangement favouring the latter plan cannot possibly bring the average boy and *a fortiori* the dull boy to the same level that he would reach in a German school, for you cannot adjust your teaching to the natural pace of the scholar and of the dullard at the same time.

Which of the two systems is right and which is wrong is a question not easy to decide to the satisfaction of everybody; it involves one of the most vital principles of national education. Is the State and the nation served best by giving its most gifted members the best intellectual outfit that can be provided? In other words, is it more important to train highly capable leaders, or should we, at the expense of the select few, try and bring the average and weaker members of the community to as high a level as they can reach? One thing is inevitable: the German plan is apt to blunt a clever and promising boy's interest and industry, because he constantly has to mark time while the rear is coming up. It may also be said that the time and energy spent in teaching dull boys do not yield striking results. It might further be felt that it hardly matters

whether much or little time and energy are spent on the stupid, for they will always remain what they are; therefore it makes no difference whether they learn a little more or less. Another thing is certain: the German system can never hope to reach the standard attained in any given subject by the best boys in an English Public School. The cleverest boys in the highest form of a Gymnasium fall a long way behind, even in Latin and Greek, the standard attained by English boys who are elected to classical scholarships at Oxford and Cambridge. The same may be said of Mathematics, Science, and Modern Languages in the German Oberrealschule, which lays special stress on these subjects, and does not include either Latin or Greek in its curriculum.

I may be allowed to mention in passing that the scholarship of the Gymnasium of former days has suffered considerably in consequence of the curtailment of the time given to classics, and of the general tendency nowadays to lighten the work of its pupils. At present the standard in Latin and Greek prose especially is far below that reached thirty years ago, and there is no corresponding gain in the capacity to translate difficult 'Unseens'; but more attention is paid to the discussion of the subject-matter of the authors read. It must be added that the range of classical authors read, whether Latin or Greek, is considerably narrower in Germany than in England.

Another peculiarity of the German system is, that all the subjects are taught in form, and no boy is allowed to drop any subject, or to specialize in any branch of knowledge for which he may have a great gift. This rule applies even to the highest forms. A boy who is a born mathematician, and has little or no gift for languages, has to wait until the mathematical dullards of his form have grasped the work in hand before he can proceed. On the other hand, he must keep on grinding away at subjects in which he can never hope to do well, and for which he has no liking or aptitude, but gradually develops a hearty loathing. The same holds good in every other subject.

The difficulty of bringing those who are weak in a subject up to the mark of promotion, or to the standard demanded in the leaving examination, becomes more and more accentuated as the boy goes up the school. Thus, though a certain standard is insisted on, a boy who is weak in Mathematics, for example, feels his weakness increasingly from form to form, and the struggle becomes greater and greater. It may be easily imagined how difficult it must be for the teachers of the various subjects to carry on their work under such a system. What happens is this: the master does his best for these boys as far as the portion of the scheme of work for that particular form is concerned; but he takes good care not to inquire too closely whether or to

what extent they have really grasped and mastered the work of the previous stage or stages. The result is, that a number of boys manage to scrape through by the skin of their teeth at the end of each year, and also through the 'Abiturienten-Examen,' which itself is almost entirely confined to the special work done in the top form, without having ever really mastered any section of the 'Lehrplan.' They would be found sadly deficient, if they were subjected to an examination extending over the whole range of a subject, as is generally done in our examinations. However much one may admire a good all-round education, and however true it may be to say that it is not the business of the school to specialize boys in any particular subject at the cost of a sound general education, it seems at least doubtful whether good service to the education of boys is done after the age of sixteen, if everybody is compelled to take all subjects, and that in form. Personally I am inclined to think that the German system is too rigid, and that some elasticity, at any rate at the top of the school, would be a great improvement. For if Mathematics, Science, and Modern Languages, were done in sets, at least in the upper forms, the boys who are good in these subjects would have an opportunity of getting on much faster and going a good deal further; while the weaklings would be spared a large amount of useless trouble and worry, and would be taught more according to their capacity. It is, of course, true that the boys who are good at Mathematics, Science, and Modern Languages can find greater scope for their abilities at the Oberrealschule; but it is equally true that the Gymnasium continues to be esteemed the seat of the soundest and most liberal education. This is proved by the fact that, in spite of its lack of elasticity, the Gymnasium attracts more boys than any other type of school. Moreover, it is certainly my impression that clever boys at the Gymnasium, apart from getting a better education all round, are not so very far behind in modern subjects as one might be led to think by a theoretical consideration of the curricula of the various types of schools and of the existing circumstances.

Much has been said and written of late about the superiority of German secondary education in comparison with the English Public Schools. I cannot help thinking that these statements are not well founded, if they are made in the sweeping manner with which we are all familiar. The German system has its defects and its merits as well as the English, and it is extremely difficult to pronounce unhesitatingly in favour of the one or the other, even if the basis of comparison is narrowed down to mere instruction. The two countries follow an essentially different plan, as I have shown; and if the less gifted boy in an English Public School does not carry away with him as good a

mental outfit and store of knowledge as one could wish, it must not be thought that all German boys in higher schools reach the standard of the 'Abiturienten-Examen.' As a matter of fact, not half of them pass this examination.

There are, however, two important points in which the German schools excel: one is concerned with the teacher, and the other with the pupil. The teaching profession attracts in Germany a far greater number of able men than it does in England. The German Oberlehrer or Professor is in consequence, as a general rule, highly qualified for his task: a larger number of them than with us are men who have not only worked hard at school and the University to acquire their qualifications, but who are also interested in intellectual pursuits generally, and in some branch of knowledge in particular. This does not, of course, exclude the fact that there are others who do their work, once they are appointed, very much in the same way as a postman does his round. But the general standard is higher and the qualifications are better than with us, a fact which comes out very clearly in the teaching. The reason for this is not far to seek. A teacher in a German secondary school belongs to the Home Civil Service: he is paid on the same scale as other officials who have had an academical training; he has a pension to look forward to, and practically cannot be dismissed unless he becomes a criminal.

The other point concerns the pupils. They are keener and more anxious to do well. It is not easy to explain such a striking difference of attitude. I do not think that race has anything to do with it, for if you transplant an English pupil to a German Gymnasium, you will find that his attitude changes in less than a year. He will constantly be found talking to his school-friends about work, and will seize every opportunity of improving his knowledge. Without venturing to submit a final explanation, I would suggest that it is largely due to the keenness of the teachers and to the absence of other interests, but also to the importance attached to the pupil's progress by his parents, who constantly keep a watchful eye on his work. So it may come about that the mother begins to weep and cannot eat her dinner, while the father is angry and unpleasant, simply because the son has got a bad mark for his last test-paper. Then there is always looming in the distance the possibility of not being promoted at the end of the year, a failure which would be felt as a disgrace to the whole family.

Another suggestion to explain this phenomenon was given me by some English pupils who had been at a German Gymnasium. They considered the points I have just mentioned as valid, but added two others, saying: (1) A lesson in an English school consists in hearing or going through the work you have done at home and setting

the next lesson; whilst in Germany all the work is done in school, and the home-work means nothing but learning what you already understand. (2) In Germany there is nothing to think about during the lesson but the work that is being done; moreover, if you do not pay close attention all the time, you are simply 'floored' in the next test-paper, whilst in an English lesson you cannot help thinking about games and lots of other things.

I offer these suggestions for what they are worth, but I do think we have good reason to ponder over this question, and to try and improve the prevailing attitude of our pupils in this respect, without necessarily taking the attitude of the German pupil as our ideal.

Another point of far-reaching difference remains to be mentioned: the relation between the headmaster and his staff, and that of the staff to the pupils of the school. The position of the headmaster in a German secondary school is that of *primus inter pares*. His powers are very limited, and his salary is not considerably larger than that of masters of the same length of service. If the salaries of assistant-masters in England were doubled, and those of headmasters halved, the English headmaster would, in many cases, I think, still be in a better position than the German headmaster relatively to the members of his staff. The German system of appointing teachers in 'State schools' is the very opposite to that obtaining in England. Whilst an English headmaster selects his staff entirely on his own responsibility, the German headmaster has no voice in the matter; the Central Authority appoints masters quite commonly without consulting the headmaster concerned. Result: greater homogeneity of the staff in England, less coherence in Germany. In fact, the German schoolmaster feels himself more of an official, and does his duties accordingly. This feeling carries with it the official relation between master and pupil in Germany, whereas we stand on a more friendly and familiar footing with our pupils.

Similarly, we find that the sympathy between pupils of the same school or form is much slighter than with us, and that there is not the corporate feeling which is so characteristic of our schools. Little or nothing is done to foster such a feeling in German schools, and it would be difficult to do so effectively, partly because the pupils of the same school belong to vastly different social circles, and partly because the spirit of officialism pervades the whole system. The attachment felt by most English boys for their school, the regular gatherings of the old pupils at the school and all over the world, the lifelong interest which they continue to take in the welfare of the 'old place,' and the remembrance of the happy days spent there, are characteristics of our schools almost unknown in Germany. German schools forgo, therefore, practically all the benefits that spring from a corporate

life, which we cultivate, not only among boarders, but also among pupils who live with their parents, by forming groups of them into corporate units. It is generally recognized among us that the moral effects of this system are highly beneficial, and that it is conducive to the training of character in many ways. It is equally true that athletic games, as long as they are kept in their right place, form an asset of high value in the formation of the character of our boys, as is shown in their physique, pluck, endurance, consideration for others, *esprit de corps*, and other qualities. What has been done in Germany in this direction cannot be pronounced a success, for the simple reason that the essential basis of success in this direction is wanting. With all due modesty, I think, we may claim that the formation of a straightforward, honest, simple character is a feature of our Public Schools; and I venture to affirm that unfair work, prompting in class, untruthfulness, priggishness, pose, and unsteadiness, are far more common in German schools than with us. In a word, education taken in its widest sense appears to reach a higher level in England than it does in Germany. In the sphere of education in the narrower sense Germany enjoys certain advantages which are real and distinct: foremost among them is a deep-rooted belief in the maxim that knowledge is power. Intellectual pursuits are more congenial to the average German than to the average Englishman. The tendencies of our time are, however, in favour of a change in this direction among us—a change which seems to be at work everywhere, and cannot but bear good fruit in the future. Nobody can shut his eyes to the progress that has been and is being made in England through the influence of the Board of Education, the press, educational associations and conferences, as well as in consequence of the nation's growing interest in educational questions; and last, but not least, owing to the critical spirit that has raised its head in the schools and Universities themselves.

Unless I misread the signs of the times, we have reason to be hopeful about the future. If we steer clear of a rigid system such as Germany possesses, and if in the future development of education in England great care is taken not to destroy the healthful individuality and comparative freedom prevailing in its educational institutions, State control need not degenerate into bureaucratic red-tapism. The educational ladder that is being constructed in this country to make it possible for elementary-school boys of good parts to pass through a secondary school to the University, and to gain the highest distinctions there—giving every single individual a chance of attaining a maximum of personal culture and social efficiency according to his natural gifts and the strength of his will—has no parallel in Germany. There the elementary

schools form a sort of blind alley from which there is no exit to higher schools. At the same time, it cannot be gainsaid that stupendous efforts are made in Germany by continuation schools for former elementary scholars, by commercial, agricultural, mining, and other industrial establishments for boys who have passed through a secondary school with a six instead of a nine years' course, and by commercial and technical high schools of University rank for the future leaders of commerce and industries, so that all classes that prepare for a commercial or industrial career may be fully qualified for their work in the competition with other nations.

But all these institutions accept the principle that technical education must rest on the basis of a sound general education, without which, indeed, it is like a house built on sand. It may well be that we do not pay sufficient attention to this principle, and that early specialization, which seems to yield immediate results, does not lead very far. It is significant in this respect that Germany, with her astonishing achievements in scientific research and their application to practical ends, has in her schools little to compare with the physical and chemical laboratories which our secondary schools possess. Nor is the method of teaching science in schools in advance of that generally adopted in English secondary schools, for the practical work done by German boys is nil, or, at any rate, a negligible quantity. Let me quote before closing the opinion of such a shrewd critic as the late Professor Paulsen to show that Germans themselves are not overconfident about the success of the rising generation. He says:

'The enormous increase of prosperity in the last generation has made education a very much softer thing, particularly for the children of the well-to-do classes. This change has taken place at the expense of will-power and of grit; and it is the children educated in this new way who will have to pay the penalty. In the first half of the nineteenth century it was still the case that most University men had grown up in narrow circumstances and under the strictest discipline. When the tide of fortune seemed to turn against them, they pulled themselves together and fought their way through. Nowadays they are consumed with self-commiseration, and have a feeling that their most legitimate claims are curtailed. Instead of going boldly into the struggle of life, they begin to lament and complain; they suggest reforms which are the outcome of their sullen discontent; they are fond of talking of their own great energy and far-reaching ambitions; their idea of what they have to do and what they actually might do is indefinitely extended by the force of their imagination; but the whole thing ends in some vain attempts, and so their strength consumes itself in futile efforts which lead to nothing, and fail to

strengthen their character by the attainment of definite results. Of course they lay the blame for all this on the world which prevents them from having fair play for their talents.'

I have tried to put before you some aspects of German education with all the impartiality of which I am capable. I am well aware that some of my views run counter to those expressed by other observers, and to those prevalent among a large section of Englishmen who have been persuaded into a kind of worship of the German educational system, and into the belief that we have fallen sadly behind through our reverence for tradition and disinclination for revolutionary changes. I can neither share this belief nor give up my faith in the sterling qualities of our boys; while, on the other hand, I must refuse to shut my eyes to what seem to me serious defects in the German system, and to the retrogressive movement in recent developments of modern German life: its growing materialism and slackened discipline.

OTTO SIEPMANN.

WE append a summary of the discussion that followed Mr. Siepmann's paper:

Mr. BRERETON said that on the question of the average boy German schools appeared to be at one extreme and our own schools at the other. In this country the temptation to concentrate effort on possible scholarship-winners was almost irresistible. Many schools were quite satisfied if one or two boys got scholarships each year. This involved an appalling wastage. The truth lay midway between the German system and the English. In this country more elasticity in the curriculum was wanted. Education was still mainly literary, and the wants of boys who intended to be engineers, designers, and architects were inadequately provided for. In the matter of the position and remuneration of teachers we had much to learn from Germany. In conclusion, he reminded the meeting that the lack of specialization in German schools was remedied to a great extent by the Universities.

Mr. HUGH, after referring to the suicides amongst German schoolboys, said that Mr. Siepmann's remarks about the laboratories in German schools did not apply to the Oberrealschulen, which were well equipped. He had been recently present at a conference of German headmasters, who were raising just the same cry as their English colleagues—namely, that they were overburdened with officialism.

Dr. NAGEL (Hanover) said there was a decided tendency at the present moment to allow more specialization in the upper forms of German schools.

Mr. MILNER-BARRY said that there were many features in German schools which were worthy of our emulation. The average boy was the centre of interest, and the interests of the community were better served by giving a good general education to the mass of boys and girls than by paying special attention to the few. He had noticed with pleasure that at the Headmasters' Conference the Headmaster of Clifton had warmly supported the idea of the inspection of Conference schools. But his remark about bureaucratic control having crushed the life out of schools in France and Germany was unfair. He wished English headmasters could see German schools for themselves. There was as much educational experiment going on in Berlin as in any city in England. He referred specially to the teaching of four foreign languages in some schools, to Latin being made an optional language in the Oberrealschulen, to the

system of arranging two school years moving on parallel lines so as to provide for entrants at two different periods of the year, and to the Forest School at Charlottenburg. On the subject of the training of teachers we had much to learn from Germany. There the training was done in the secondary schools, and the person responsible for the training was the headmaster or the specialist teacher. This was the right system.

Professor VODOZ (Zurich) said he had come in a receptive mood. The idea was rapidly extending that one nation must learn from another. German and Swiss educators took a deep interest in English methods of education. The importance of physical training was gaining recognition abroad. In Switzerland Landerziehungsheime had been established for weakly children. These were in the country. Only half the day was occupied with classroom work, the rest was spent out of doors, and pupils were allowed to follow their own bents.

Mr. SIEPMANN in reply disclaimed the idea of making a general attack on German schools. He wished merely to correct the extravagant estimate which had been formed of them. He endorsed what Mr. Brereton had said about the German Universities, to which there were none superior in the world. Educational developments in Germany should be closely followed. As regards optional Latin in the Oberrealschulen, it must be remembered that it had been introduced, not on educational grounds, but merely because a knowledge of it was necessary for certain examinations, which admitted to the professions.

THE TEACHING OF GERMAN IN HIGHER AND MIDDLE FORMS.

BEFORE attacking the question of German teaching in general, it seems worth while to ask whether German is not a better language for young pupils to learn than French. The tradition that French should be the first language taught seems to have gained ground in recent years. The chief argument in favour of its retention for junior forms is that young, and therefore flexible, speech organs are more likely to grapple successfully with difficulties of French pronunciation. Apart from this, German appears to be a more suitable language for junior forms, especially for schools where no Latin is taught. The fact that, while an analytical language, it yet retains a considerable number of flexions, will make it more valuable than French as enforcing some consideration for the principles of sentence construction. The great educational value of French begins in its higher stages, when the pupil can be made to perceive that the French language is remarkable for its capacity to express delicate shades of meaning, and for the value attached to the right use of so-called synonyms. However, taking facts as they are, and will probably remain until we have a larger number of qualified teachers of German, we must first note that the methods of teaching German in the early stages will differ considerably from those employed in teaching French, for the reason that German is begun by pupils of

an older age. In my own school, and I believe in many others, boys have to choose between Greek and German when they reach the Fourth Form and have attained an average age anywhere between fourteen and fifteen. It will be found that they advance very much more rapidly than when they began French: a good form beginning German at the average age of fourteen and a half will cover as much ground in six months as the French form aged nine to ten will cover in eighteen months or two years. This is easily explained. At the entrance to school life a boy or girl has not only to learn, but to learn how to learn, and his French master or mistress has then a pioneering work of two kinds to perform: not only must the pupil be taught a language other than his own, but he must be taught to form certain habits of learning that language, and other things as well. The success of these early efforts will condition the success of his instruction in German, and, indeed, of his school life in general.

As greater rapidity of progress is thus possible in the middle of the school, it would seem that some book is required to meet these altered conditions. The most satisfactory method to my mind is to talk over the lesson in German to the form before they open their books: any new words are written on the board and practised in sentences constructed by the form. But for this purpose each lesson should, at any rate, consist of a logical train of ideas, and books often break the sequence by suddenly skipping to a new subject; for instance, you are enlarging upon the advantages of houses, trees, and umbrellas, as a protection against rain, and are suddenly bidden to observe the sharpening of scythes. A picture will often, but not always, help one over this difficulty. Then books are opened, the extract is read, the *questionnaire* gone through, and a piece of dictation given. Such is the usual theme, with variations. In a couple of terms the form will have assimilated an elementary book, and can begin an easy reading-book and some systematic grammar. From this stage onward the method in general will remain continuous, except that the grammar will eventually become the study of syntactical difficulties; the reading-book will increase in difficulty, as also will the composition.

Here I shall touch upon one or two difficulties which are probably encountered by anyone who teaches any modern language whatever. The first problem is the mode of transition from the oral to the literary method, the most difficult part of the whole process. The pupil has been dealing chiefly with concrete ideas and terms of daily life; he has now to begin the study of abstract terms. Language has been to him hitherto merely a medium for the communication of ideas; he has now to learn that to give information is not enough: it must be given in the correct way,

and that way must respect the beauty and true genius of the language he is learning; his literary conscience must be awakened, if he has such a commodity concealed about his person. The object of language teaching from this point onward is twofold: to arouse a respect and appreciation for literary form, and to stimulate interest in literature as such, so that the instruction given in the school shall open the way for interest and occupation to last as long as life. If a boy leaves school with no intention of opening a French or German book again if he can help it, his modern language education has been a failure.

For the attainment of this purpose we have two means before us —reading and writing. Speaking (*i.e.*, oral exercises upon a text) is subordinate to these two; it will increase and fix vocabulary, it will give a sense of rhythm, but it can never take the place of good textbooks or written composition. As to the method of using a textbook, I feel that my own practice is utterly inconsistent. Educational theory is a beautiful thing outside the classroom. The patent medicine which professes to cure all diseases cures none. Educational theorists constantly talk as though classrooms were occupied by rows of phonographs or sausage-machines, which will reproduce and turn out exactly what is put into them. The actual state of affairs is very different: forms, like individual boys, may be stupid or clever, and teaching must be accommodated to suit their special needs. Attempts to avoid speaking English by laborious paraphrase of new words are often utterly wearisome to all concerned; to confine ourselves to translation where higher things are possible is an equal mistake. It is first necessary to see that everyone understands what he is reading, and then to secure that the effort to understand shall not have been wasted: this can be done by asking questions in German on the text, with books open or closed, by corrected repetitions of the story, or by vocabulary exercise pure and simple. Choice of method is conditioned by the character of the form. I say nothing on the question of translation, as the Association has discussed it in full; but it is most valuable practice for the acquisition of a good English style: and this may be the place to protest against the short-sighted selfishness of those head-teachers who say that it is not their place to do the English master's work. They are usually the first to grumble if he does not provide a substratum for their work; no school subject exists in watertight compartments, but all react upon one another.

The writing of a foreign language is practised either by translations from English or by so-called free composition on subjects from the textbook or elsewhere. Free composition raises another problem for consideration. It is a most difficult subject to teach successfully, for many reasons, and the first of these is the question of correction.

I do not see how the practice of free composition is likely to be of much value to the learner unless each boy's work can be corrected before his eyes, and with a form of any size individual attention is impossible. Translations from a set English piece can be corrected at home and returned, and a composition lecture given with a fair copy, which will deal with practically all mistakes and difficulties. But a free composition may handle a subject from very different points of view, and the writer must be shown why his mode of treatment and expression is wrong, and not merely that it is wrong. This is the more necessary because the average boy who attempts free composition regards it as an easy exercise, and considers that he has satisfied all requirements if he has filled a page with matter-of-fact statements expressed in the baldest possible style. My experience of free composition has thus been confined to a chosen few, when adequate time could be found to correct their productions individually.

In conclusion, I think that the Association has done an excellent piece of work in calling the attention of educational authorities to the decline in the study of German. One point in school organization, if carried out, would tend to raise the numbers of pupils learning German: it should be insisted that any who learn science should also learn German. Much important scientific work is done in France, but a knowledge of German is no less necessary than a knowledge of French if a science student is to continue his education to a really advanced stage, and for such advancement his school training should at least provide the possibility.

H. J. CHAYTOR.

The above paper was read at the Annual Meeting on January 13 as a contribution to the discussion on the teaching of French and German in Higher Forms. It was followed by the paper on the teaching of French in Middle Forms by Miss Violet Partington, printed in the February number of MODERN LANGUAGE TEACHING (p. 17), and by a paper on the teaching of French in Middle Forms by Mr. von Glehn, which will appear in the April number.

The following is a brief summary of the discussion that ensued:

Mr. DEMANT urged that French was much more important than German for commercial as well as for general purposes.

Miss WERNER spoke on examinations, and said that the standard must be maintained.

Miss SHEARSON thanked Miss Partington warmly for her paper. She urged the frequent use of free composition. It was not impracticable, and must not be put on one side because it was impossible to deal individually with every member of the class. A useful lesson on it could be given to the class as a whole, and then special points could be discussed with certain individuals.

Professor RIPPMANN said we ought to recognize the fact that many pupils were not intellectually capable of learning more than one foreign language, and would be better employed doing woodwork than toiling at a second. He also urged the superior importance of half a page of thorough work to a great deal superficially done, and the value of the principle that it was better to prevent mistakes than to cure them. In examinations, the translation from English was usually very poor stuff.

Mr. KIRKMAN said it was often forgotten that the best way of preparing for translation was not necessarily translation. The fact was that free composition was the best way. He agreed with Mr. Chaytor that speaking was a secondary end, but Mr. Chaytor did not insist sufficiently on the value of the oral method *as a method.* More attention should be paid to the application of the oral method to grammar. It might be urged that translation from a foreign language was a good exercise in writing English. In reply, he would say that, if the foreign language teacher was to teach English, he must have more time; but really, if translation was an exercise in English, the proper person to take it was the teacher of English.

Miss LOWE was not quite satisfied that the statistics of examinations showed that the study of German was declining. German was, as a rule, the second language learnt, and therefore fewer pupils attained the examination standard than in French. Literature should always form an important part of the teaching in the sixth form. Enthusiasm increases when the "literary period" begins. There were three ways in which literature could be treated: (1) We might begin with a work and pass from that to the author. (2) We might begin by studying the author, his life and times, and then proceed to his books. (3) We might study a period and its various forms of composition. Good school libraries were greatly needed.

COMMENT VOLTAIRE A FAIT SES LETTRES ANGLAISES.

PROFESSOR LANSON has kindly supplied the following abstract of the lecture he delivered at the annual meeting:

'Si l'Angleterre au XVIII[e] siècle a exercé une influence sur le développement de la pensée et de la littérature françaises, personne n'y a plus contribué que Voltaire. Ses *Lettres sur les Anglais*, ou *Lettres philosophiques*, marquent une date dans les rapports intellectuels des deux pays. M. le Professeur Lanson a estimé qu'il était intéressant de savoir comment Voltaire avait fait ce livre, avec quels secours et quels guides. Quels livres anglais Voltaire a-t-il lus? Quelles conversations a-t-il entendues? Quelles actualités en 1727 ou 1728 ont fixé son attention? Comment regardait-il? Et quelle était sa méthode pour faire causer les gens? Questions auxquelles il n'est pas toujours aisé de répondre, et dont quelques-unes demeureront sans doute toujours insolubles. On entrevoit cependant assez pour affirmer que le livre de Voltaire est plus près de la vie anglaise qu'on ne l'a cru jusqu'ici, et que beaucoup de remarques où l'on est tenté de ne voir que des saillies d'humeur voltairienne lui ont été suggérées par ce qu'il a vu ou entendu à Londres. Mais, outre les inévitables bévues qu'un homme de ce tempérament vif et impatient devait commettre, Voltaire transforme de la façon la plus curieuse les documents et les observations qu'il emploie. M. Lanson montre comment la préoccupation philosophique de Voltaire et son sens artistique lui font mettre ses sources en œuvre. Il n'a pas procédé en voyageur qui fait une relation exacte, mais en romancier, qui, en combinant librement des

matériaux pris dans l'histoire et dans la vie, essaie de *faire vrai*. Ses anecdotes sont symboliques plutôt qu'historiques. En terminant, M. Lanson tâche d'expliquer pourquoi les journaux anglais du temps ont accueilli plutôt avec mauvaise humeur et sévérité un écrit qui, au total, était tout à l'honneur de leur pays.'

DISCUSSION COLUMN.

THE first difficulty that faces the editor of a column like this is to find a subject that will attract copy in sufficient quantities to keep the discussion in being for the required time. Unless the subject has an immediate interest for a number of members, appeals are in vain; the members appealed to are too busy, especially those who enjoy comparative leisure. One has once more to turn to the devoted few who, though really overworked (otherwise they would neither be devoted nor few), find it less difficult to respond, for the simple reason that, being, so to speak, continuously on the trot, they have no inertia to overcome in acquiring initial momentum. But it is obviously unsatisfactory that out of over 700 members a mere handful should be expected to keep the ball rolling.

The second difficulty is so to limit the scope of the inquiry that a definite profitable result is possible, and yet, at the same time, not narrow it to the extent of unduly curtailing discussion.

Judging from the interest evoked by the recent discussion at Oxford, one may at least assume that the subject now occupying the minds of members, and of practical interest to them, is the method of teaching in middle and, more particularly, upper forms. It may be divided into instruction in (1) grammar; (2) vocabulary; (3) the art of translation; (4) free composition; (5) literature.

The last is the one selected to begin with. It is a subject that particularly calls for discussion, for, though the Reform in England has already done much for the language, it has yet to win for the literature its rightful place, and put an end to the long period of its neglect.

The general question may be stated thus:

I. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

To create this enduring interest, so that the study of a foreign literature shall not end on the day the pupil quits the school for good, is one of the chief, if not the chief, aim of linguistic instruction. By the success we achieve in realizing this aim our methods must largely be judged. Our success, at present, it must be confessed, is but moderate. This suggests a supplementary question:

II. *What conditions, if any, hinder our giving to the cultivation of literary taste the place it merits in modern foreign language instruction?*

Is it, for instance, the opinion of our members that the time which examining bodies compel them to devote to teaching the language renders it impossible to pay adequate attention to the literature? This is a most important point, on which, it is hoped, a large number of views will be expressed.

Lastly, in addition to the question of method and conditions, there is that of the choice of the books to be read:

III. *What principles are to determine the suitability of the literary works to be read?*

In connexion with this specimen *graded* courses of French and German literature would be welcome.

The discussion is not confined to any period of instruction, for the question as to when literary studies should commence, how they should be led up to, and what form they should take at each stage, fall properly under Question I.

It will considerably facilitate the work of conducting this column if all members wishing to contribute —*the more the better*—will communicate at once with the undersigned. Contributions are published in the order they are received. The three questions given above will be repeated at the head of each monthly instalment, but intending contributors will probably find it convenient to keep this number within reach for purposes of reference.

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth, Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are urgently requested not to wait for an invitation to contribute, and not to wait till it is too late.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on January 30.

Present: Messrs. Allpress, Andrews, Atkinson, Brereton, Breul, von Glehn, Hutton, Miss Johnson, Miss Lowe, Messrs. Milner-Barry, Payen-Payne, Miss Purdie, Messrs. Rippmann, Saville, Savory, Somerville, Miss Shearson, Messrs. Twentyman and Whyte.

Apologies for absence were received from Messrs. Bridge, Fiedler, Latham, Norman, Siepmann, C. G. Steel, Storr, and Miss Morley.

Mr. J. D. Whyte was voted to the Chair. Mr. Somerville was re-elected Chairman of Committees, and then took the Chair.

Before proceeding to further business it was moved, seconded, and carried by acclamation that a hearty vote of thanks be given to the Vice-Chancellor of the University of Oxford for the great help he had given in the very successful meeting just held at Oxford.

The minutes of the last meeting were then read and confirmed.

Mr. Milner-Barry was elected Vice-

Chairman, Mr. Bridge Hon. Secretary, and Mr. Allpress Hon. Treasurer.

Mr. Storr was co-opted a member of the General Committee.

Lord Fitzmaurice and Mr. H. Weston Eve were elected Vice-Presidents.

The following were elected to serve on the Executive Committee: Mr. Atkinson, Miss Batchelor, Mr. Brereton, Dr. Breul, Dr. Edwards, Messrs. Von Glehn, Hutton, Kirkman, Miss Matthews, Mr. Payen-Payne, Miss Purdie, Mr. Savory, Miss Shearson, Messrs. Storr and Twentyman.

The following sub-committees were constituted:

Finance.—Messrs. Atkinson, Payen-Payne, and Whyte.

Exhibition.—Messrs. J. G. Anderson, von Glehn, Longsdon, Twentyman, Miss Purdie, and Miss Johnson.

Membership and Propaganda.—Mr. Kirkman (convener), Messrs. Brereton, Hutton, S. A. Richards, Rippmann, Saville, Twentyman, Miss Matthews, Miss Purdie, and Miss Shearson.

Examinations.—Mr. Kirkman (convener), Messrs. Atkinson, Hutton, Rippmann, and Miss Purdie.

It was agreed not to reappoint the Publications Sub-Committee, and to refer to the Executive the appointment of the Annual General Meeting Sub-Committee and Holiday Courses Sub-Committee.

The question of the Conference on Grammatical Terminology proposed by the Classical Association was considered. General sympathy with the idea was expressed, and the matter was referred to the Executive Committee.

The Report of the Committee on Training was also referred to the Executive Committee.

The Membership and Propaganda Sub-Committee reported that 363 copies of the Report of the Conditions of Teaching had been sent out to the Chairmen of Education Committees, Higher Education Sub-Committees, and the Education Offices of the Local Authorities.

Proposals for increasing the usefulness of the Association, made by the same Sub-Committee, were considered, and referred back for further consideration, with some suggestions.

Letters were read from the *Société des Professeurs des Langues Vivantes* concerning the forthcoming International Congress on Modern Language Teaching.

The following twenty-five new members were elected:

Miss M. Baldinck, Brighthelmstone School, Birkdale, Southport.

Miss G. A. Bannister, Queen Anne's School, Caversham.

Miss Barratt, East Liverpool High School.

W. Northcott Balderston, B.A., County Secondary School, Windsor.

Miss Helen Burn, B.A., Colston's Girls' School, Bristol.

A. Chambers, B.A., Charters Towers, East Grinstead.

L. Chouville, B. ès Sc., B.-ès-L., Perse School, Cambridge.

Rev. C. Creighton, M.A., Uppingham School.

V. H. Collins, B.A., Oxford University Press, Amen Corner, E.C.

Miss D. F. Ensor, Wycombe Abbey School, Bucks.

Rt. Hon. Lord Fitzmaurice, M.A., 26a, North Audley Street, W.

Miss A. Furnell, High School, Bridlington.

Miss K. O. Glancy, Wycombe Abbey School, Bucks.

E. W. Hallifax, M.A., Mill Hill School, N.W.

Miss M. L. Hart, Ph.D., L.C.C. Secondary School, Sydenham Hill, S.E.

Miss M. L. Huggins, County High School, Ilford.

Miss H. M. Lang, Wycombe Abbey School, Bucks.

Miss E. S. G. Lloyd-Williams, B.A., Wycombe Abbey School, Bucks.

T. Rea, M.A., University College, Bangor.

Miss M. L. Rushforth, B.A., L.C.C. Secondary School, Sydenham Hill, S.E.

A. R. Skemp, M.A., Ph.D., University of Sheffield.

Charles E. Thompson, M.A., L.-ès-L., The Lindens, Peterborough.

Miss Louise Watts, L.L.A., Wantage Training College.

J. B. Westlake, M.A.

Miss F. L. Wickelgren, Higher Grade School, Portman Place, Bethnal Green, E.

A special meeting of the Executive Committee was held at the College of Preceptors on Saturday, February 13.

Present: Messrs. Somerville (chair), Brereton, von Glehn, Hutton, Kirkman, Milner-Barry, Rippmann, Miss Purdie, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Allpress, Atkinson, Payen-Payne, Savory, Miss Batchelor and Miss Matthews.

The Chairman read a letter from the Vice-Chancellor of Oxford University in answer to the vote of thanks passed at the last Committee meeting. This letter was ordered to be entered on the minutes.

Mr. Brereton, Professor Fiedler, Miss Purdie, and Dr. Spencer were appointed to represent the Association on the Conference on Grammatical Terminology proposed by the Classical Association.

A Sub-Committee, consisting of the Chairman and Messrs. von Glehn, Helbert, Kirkman, Norman, and Mansfield Poole, was appointed to deal with the question of the effective inclusion of a Modern Language in the Entrance and Scholarship Examinations at Public Schools.

The following thirteen new members were elected:

L. W. Barmby, County High School, Leyton, N.E.

Miss A. D. Cluer, Southwood, South Hill, Bromley, Kent.

Miss L. J. Gardiner, B.A., Burlington House, Cambridge.

A. J. B. Green, M.A., Perse School, Cambridge.

Miss E. Hutchings, B.A., Aske's Hatcham School for Girls, New Cross, S.E.

G. T. Hankin, M.A., L.-ès-L., King's College School, Wimbledon.

D. Jenkins, B.A., Hinckley Grammar School.

Miss Lumby, Grassendale, Southbourne-on-Sea, Hants.

G. H. Maynardier, Ph.D., Harvard University, U.S.A.

G. R. Parkinson, L.C.C. Technical Institute Secondary School, Paddington, W.

Miss E. M. Ralls, L.L.A., Lady Holles School, Hackney, N.E.

A. H. Smith, M.A., L.-ès-L., Whitgift Grammar School, Croydon.

Miss M. Wadsworth, B.A., Municipal High School for Girls, Huddersfield.

LOAN LIBRARY AND LANTERN SLIDES.

An Appeal.

The Association is about to establish (1) a Loan Library consisting of books, English and foreign, that its members would find useful in their work, but which they could not, as a rule, afford to purchase; (2) a collection of lantern slides for use in schools, and illustrating the life and art of France and Germany.

It would considerably facilitate the success of these two undertakings if members having suitable books they could spare and good slides (or negatives or prints free of copyright) would be so generous as to offer the Association the free use of them. A certain number have already been presented.

It will save time and trouble if, in the first place, members who are willing to help will send in a list of the books they can offer (stating price and publisher) and P.O.P. prints (glossy) from their negatives to the undersigned, who is at present acting for the Subcommittee which has this matter in hand—

F. B. KIRKMAN,
Letchworth,
Herts.

HOLIDAY COURSES IN 1909.

TOURS, HONFLEUR, NEUWIED, LÜBECK, SANTANDER (COURSES OF THE TEACHERS' GUILD).

THE Holiday Courses of the Teachers' Guild in Modern Languages have been continued through thirteen years with few modifications in their main features, though the Committee who arrange them are always seeking to make them more and more profitable to the students who attend. The reason for this is that the original independent Committee who handed them over to the Guild knew pretty closely what was wanted at the time. Some recent improvements of an important character have, however, been introduced, two especially which should be noted—viz., (1) the multiplication of conversation circles with extra conversation leaders, and (2) the establishment of certificate examinations, oral and written, for which the Guild has made itself responsible. About the former of these there is no need to say more—its value is obvious. As to the examinations, till last year they were conducted by the local teachers, who gave certificates on their own responsibility. They did their work well, but such certificates had little weight in this country. The taking over of the examinations by the Guild involved the establishment of new conditions—the setting of the papers by an independent examiner, the participation in the *viva voce* test of the representative of the Committee, and the granting of the certificates by the Committee after a consideration of the corrected papers and of the reports of the local examination boards.

Under present conditions and safeguards these certificates are certain to grow in value among heads of schools and education committees, especially as they are certificates of actual proficiency, not of progress during the Courses.

Out of forty-one certificates granted, only thirteen were in the first class, and of these only two were in the first division of that class, this showing that the standard of quality is not low. The Courses at Tours and Honfleur (French), Neuwied (German), and Santander (Spanish), will be repeated in 1909, and a new Course will be started at Lübeck. This is not intended as an alternative to Neuwied, but will have a special character. Whereas the Neuwied Course is, like the French Courses, linguistic and literary, the Lübeck Course will be on practical lines and mainly commercial and scientific, German scientific terminology receiving special attention.

The local director will be the head of a Realschule. The Committee are anxious that the Course at Lübeck should not, through non-recognition of its particular bias, divert any students from Neuwied.

Great care is taken in providing a list of private householders in each centre who will receive students for the Courses. The Committee have arranged that not more than four students should in any case be received in one house, as they lay much stress on the importance of giving them full opportunity for speaking the language of the centre and for resisting the temptation to use their own.

The Courses will open, with the Preliminary Meetings, on August 2, in Tours,

Honfleur, Neuwied, and Lübeck, and on August 5 at Santander. The necessary or minimum inclusive cost of the three weeks' Course, with return fare reckoned from London, will be at Tours about £12, at Neuwied and Lübeck about £11, and at Honfleur a little less. At Santander it will be about £16.

The Representatives of the Committee at the different centres this year will be :

At Honfleur—Mr. W. A. L. Mease, B.A., King Edward VII. School, Sheffield ;

At Neuwied—Mr. T. B. Lamburn, B.A., St. Olave's Grammar School, Southwark, S.E. ;

At Tours—Mr. J. D. Maillard, M.A., County School, Penarth ;

At Lübeck—Mr. T. R. Dawes, M.A., Headmaster of the Secondary School, Castleford, Yorkshire ;

to whom (according to the Centre chosen) intending students should send their names as early as possible.

At Santander — Señor Don Julian Fresnedo de la Calzada, Santander, and Mr. S. Beirne, Astillero, Province of Santander. Entries for the Spanish Course should be made at the Offices of the Guild.

The preliminary prospectus of the Courses is ready, and will be sent on application to the Hon. Secretary, 74, Gower Street, London, W.C. The handbook, giving full details, will be issued at the beginning of May, and can be sent to any intending students.

It should be added that these Courses are in no way confined to teachers, still less to members of the Guild. They are intended for English-speaking persons generally, who have some knowledge of the written language, at least, of the country visited.

BESANÇON.

THE organizers of the Holiday Course at Besançon have issued their yearly booklet containing information regarding the French Course held at the University of that interesting old city.

English students have, this year, come in for a very large share of attention. The excellent programme of the elementary classes remains substantially the same as last year—viz., the reading and explanation of *morceaux choisis* and of La Fontaine's fables, pronunciation, vocabulary, grammar, dictation, composition, etc. ; but that of the advanced classes has undergone, for the benefit of English students, a complete transformation. It is now based on the syllabus of the London University B.A. Honours Examination, and includes lectures on the History of the French Drama in the Seventeenth Century, and the study of the following books : Corneille's *Menteur* and *La Mort de Pompée*, Racine's *Britannicus* and *Bajazet*, Voltaire's *Alzire*, Molière's *Misanthrope*, *Femmes Savantes*, and *Fourberies de Scapin*, and Diderot's *Paradoxe sur le Comédien*.

Apart from this, each Professor will set, week by week, subjects for written composition, and will correct the work sent in. As the students meet six or eight different professors every week, those whose energy is equal to their opportunities will have *de quoi les occuper*.

There will also be *viva voce* discussions on literary subjects.

Such a programme should appeal very strongly to candidates for the London B.A. Hon. degree, and to other advanced students of French. It affords to those about to sit for their examination an opportunity of revising nearly all their work under the guidance of highly qualified and experienced teachers, and to others an opportunity of studying quite a large number of French classics.

The fees are exceptionally moderate : 32s. for one month, 40s. for two months, or 52s. for the whole Course, which extends from July 1 to November 1.

Copies of the booklet issued by the Comité de Patronage, giving a full description of the Course and an account of the city of Besançon, its surroundings, resources, monuments, museums, libraries, places of amusement, etc., may be obtained from the President of the Course.

Monsieur le Professeur H. Vandaele, Université de Besançon; from Mr. O. T. Robert, Bell Grove Welling, Kent; or from Mr. P. W. Cooke, 8, Knatchbull Road, Camberwell, S.E.

LONDON.

THE Sixth Annual Holiday Course for Foreigners will open on July 19 and close on August 13. The general arrangements are much the same as last year. Lectures will be delivered by Professor W. H. Hudson, Mr. Alfred Milnes, Mr. Allen Walker, Mr. G. E. Fuhrken, Dr. H. F. Heath, Mr. Arnold Mitchell, and Professor Rippmann, who again acts as Director of the Course. There are also exercises in practical phonetics and reading and conversation classes, conducted by a highly qualified staff. The maximum number of students in a class is this year reduced from twelve to eight, which will insure even better progress than in previous years. Suitable accommodation is provided for those students who desire it, and entertainments and excursions are arranged.

The number of students is limited to 192 taking lectures and classes (fee £3), and forty-six not taking the classes (fee £1 10s.); no students are admitted for a fortnight only, as used to be the case. Those who intend to take part in the Course should make early application; last year a considerable number could not be admitted.

The detailed prospectus is now ready; it contains the names of nearly 200 Honorary Correspondents in seventeen countries, all of whom are past students willing to give information about the Course to their countrymen.

All communications referring to the Holiday Course should be written in English and addressed to:

The Registrar of the University Extension Board,
University of London,
South Kensington,
London, S.W.,

and the words 'Director of the Holiday Course' should be written on the top left corner of the envelope.

M. ROUBAUD'S FRENCH PLAYS.

M. ROUBAUD and his troupe, after giving successful performances at Manchester, Sheffield, Leeds, Newcastle, Glasgow, Edinburgh, Rugby School, Bedford Grammar School, and other places, gave Londoners a taste of their quality at the Steinway Hall on Saturday, February 13. The representations quite came up to the expectations we had formed of them. The performance of *L'Avare* was excellent, and we are grateful to M. Roubaud for having enabled some of our pupils to see Molière really well acted. We have often seen the play at the Comédie Française, and the Steinway Hall performance was worthy of the best classical traditions. The part of Harpagon was very creditably rendered by M. Gavarry, and nothing could be better than the La Flèche of M. Guirec. We would, however, suggest that M. Renoux, who took the part of Cléante, should speak rather more distinctly and slowly for an audience of English boys and girls. M. Bessy looked a perfect Maître Jacques, and the lady members of the troupe also contributed to make what was a great success.

Of *Le Misanthrope* we can speak only from hearsay, but we believe it to have been thoroughly good. Labiche's amusing trifle, *Le Voyage de M. Perrichon*, was played in the evening, and much appreciated by the audience. M. Duparc gave an admirable study of the humours of the retired tradesman, and his elocution was a treat of a kind to which we are not much accustomed on this side of the Channel. If anybody wants his children or his pupils to know what French really sounds like, he cannot do better than take them to hear M. Duparc.

The other characters were adequately

sustained, the contrast in character between the two young men being well brought out. There was no scenery, but nobody seemed to mind that. The players were quite equal to transporting their hearers in imagination to a Paris railway-station or a Swiss hotel without the aid of the scene-painter.

* * * *

The following account of the visit to Leeds of M. Roubaud and his company will show how much the French plays were appreciated there :

No one present at the meeting held in the Leeds Grammar School last December to discuss M. Roubaud's proposed visit and the possibility of guaranteeing him anything like adequate support could, in their most sanguine moments, have anticipated such a reception as was accorded to him on Thursday, February 11.

Two months ago it was thought that the united efforts of the whole body of Modern Language Teachers, not only of Leeds, but of the West Riding, would be needed to get together an audience large enough to defray the expenses of *one* performance. Last Thursday a hall full to overflowing both afternoon and evening (and that with audiences in each case mainly scholastic) proved how much the enthusiasm of teachers had been underrated, and testified, let us hope, to the growing life in Modern Language work in the county. Thanks, too, are largely due to the Leeds Education Committee, who not only placed at M. Roubaud's disposal the Gymnasium at the Training College in Woodhouse Lane, but also greatly facilitated matters for schools by counting the afternoon performance as a school attendance. As a matter of fact, for a full forty-five minutes, from two o'clock onwards, a steady stream of boys and girls—school after school—poured into the hall, and, under the able direction of Mr. Wynne-Edwards and Mr. Parsons, absolutely no time was lost in marshalling them straight to the seats allotted to them. By the time the curtain went up, there was not standing room anywhere, and it was computed by those responsible for the seating arrangements that the audience must have numbered well over 600.

For the afternoon the play chosen—chiefly on account of examination needs—was *Mlle de la Seiglière*, and it was evident, from the attention and appreciation generally shown, that it had been previously studied, or, to some extent, prepared. Short arguments of the four Acts, some in French and some in English, had been provided for those who did not bring the play itself; and, on the whole, there were, I think, few among that juvenile audience who did not thoroughly enjoy the performance.

M. Roubaud has a capital company, and all the parts were well represented; and if, perhaps, *Mlle de la Seiglière* lacked the *éclat* which distinguished the performance of *L'Avare* in the evening, it went quite briskly enough for those young English ears, to whom it must have been a revelation, if only in the fact (perhaps then for the first time realized) that a *French play was a thing to be enjoyed!*

If M. Roubaud is able to fulfil his promise of revisiting Leeds, I think there will be no difficulty in filling a much larger hall than the Gymnasium of the Training College.

L. H. Althaus.

CORRESPONDENCE.

SIMPLIFIED SPELLING.

Mr. Archer and Mr. Skeat say that 'We shall not pause to comment on the curious fallacy of believing that the beauty of the English language (or of any other language, for that matter) resides in, or is intimately connected with, the symbols in which it is represented to the eye. The true appeal of language is to the (outward or inward) ear.' May I point out that both Victor Hugo and Théophile Gautier, whose in-

timate knowledge of their own language is notorious, held, on the contrary, that the 'true appeal of language' is to the eye? Hugo, we are told, never dictated, and never rhymed from memory, but always composed with the pen in hand, for he believed that writing has its physiognomy, and he liked to see the words. Gautier, too, declared that a phrase must have 'an ocular rhythm,' adding that 'a book is made to be read, not recited' (see L. Mabilleau, *Victor Hugo*, p. 121). I believe that the majority of readers who have a real love for literature will be found to share the opinions of these illustrious Frenchmen.

ARTHUR TILLEY.

Many readers of MODERN LANGUAGE TEACHING will no doubt have read with interest the article on simplified spelling which was published in the December number above the names of Mr. William Archer and Mr. W. Skeat. After careful consideration of the arguments set forth therein, the following questions presented themselves to the present writer:

(*a*) Is there any demand for spelling reform; and if so, whence does it emanate?

(*b*) Must such reform be radical, or only moderate?

(*c*) Can any objection be taken to the simplifications introduced into the text of the above article?

(*d*) What would be the effect of the adoption of a spelling based on rigidly phonetic principles?

With regard to the first point, it is fairly safe to say that the general public views the movement for spelling reform with indifference, if not with disapproval. At present its only native advocates are a small number of scholars who are keen students of phonetics. On the other hand, it is urgently desired by a vast number of foreign students, who meet in our present system of spelling one of the greatest obstacles to the study of English. No one will deny that the removal of this difficulty will greatly facilitate the spread of the English language throughout the world. Again, it is clear that the omission of parasitical letters — *e.g.*, 'b' in 'debt,' 'g' in foreign, 'h' in 'ghost'— will save the children of future generations a good deal of trouble.

On the whole, it is clear that, although the demand comes chiefly from foreign sources, some measure of reform will be of considerable educational value.

The second question is, therefore, whether the simplifications we intend to introduce are to be moderate, and therefore somewhat arbitrary, or in accordance with rigidly phonetic principles. The secretaries of the S.S.S. favour gradual modification, and this certainly seems the wiser course. Other languages, such as Italian and, to a less extent, German, lend themselves more readily to phonetic spelling than English, with its complex vowel system and large number of homonyms—*e.g.*, knight, night; to, two, too; there, their; read, reed, rede; way, weigh, wey, etc.

Assuming that a thorough reform of English orthography on phonetic principles is at present out of the question, we may ask ourselves if the S.S.S. is proceeding on the right lines. It seems to the writer that the 'improvements' introduced into the article of the joint secretaries are not always consistent. For example, we find 'hav' and 'some,' and in the same paragraph (p. 231) 'jogd' and 'tagged.' The dropping of the final 'e' in 'have' can scarcely be said to improve the appearance of the word, and has, moreover, little justification on the ground of utility. It does not involve a great waste of time or labour to remember that 'v,' when final, is always supported by a mute 'e.' The omission of this 'e' will not help, for instance, French students of English, accustomed as they are to forms like 'je lave.' In the first line the form 'establisht' is employed. No doubt this accurately represents the ordinary pronunciation of the word, but it must be borne in mind that a secondary

pronunciation exists, which is largely used in poetry, more especially in religious poetry. It would be ridiculous to rewrite the following lines thus:

'And thus the hairy fool
Much *markt* of the melancholy Jacques,'
etc.

Or, again, the following three lines from the same verse of Spenser would be hopelessly spoiled if written thus:

'Lastly, came winter, *clothd* all in frieze . . . .
In his right hand a *tipt* staff he held . . . .
That scarce his *loost* limbs he able was to weld . . . .'

It is obvious that the abbreviated spelling cannot denote both pronunciations of these participles. Both spellings must either exist side by side, or else the longer form must, as hitherto, be allowed to do duty for both pronunciations. The latter course seems the simpler.

There seems also to be some inconsistency in the use of 's' and 'c'—*e.g.*, 'importans' (p. 229) and 'percentage' (p. 230).

With regard to the last point proposed for consideration, it seems reasonable to suppose that the adoption of phonetic spelling would affect the attitude of future generations towards the great monuments of English literature. Suppose a child to have learnt to spell 'rite' and 'frees.' Would not such a child, on reading the above lines of Spenser, be in doubt at first as to whether the forms 'right' and 'frieze' were totally new words, or only archaic forms of words already known? No doubt other examples could be found to illustrate the point more fully. The danger is lest Shakespeare and our other great writers should come to be regarded first of all as orthographical puzzles which must be solved before literary appreciation is possible.

On the whole, the S.S.S. have gone too far. The first step in spelling reform should be confined to the ejection of parasite letters, and perhaps also to a more convenient representation of the sounds now denoted by 'ou.' 'Det,' 'dout,' 'forein,' 'gost,' 'agast,' and 'delite' are reasonable suggestions, and there are many others of this nature. The case of 'ou' is not quite so simple. 'Coff' and 'ruff' for 'cough and 'rough' present no difficulty, but the simplification of 'though' and 'dough' is rather awkward. The first word of the article on simplified spelling was 'tho.' By analogy 'dough' ought to become 'do,' but here confusion arises with the verb 'do.' We may then either respell the verb 'doo' or seek a fresh analogy—toe, doe. This spelling does not recommend itself, as a word 'doe' already exists with a different meaning. Moreover, 'tho' would logically become 'thoe.' This example will serve to show the difficulties the reformers have to encounter; but some solution must be found, as the various sounds which 'ou' is supposed to represent are a source of constant trouble to foreign students of English.

G. WATERHOUSE.

[The above letters were submitted to Mr. William Archer, who has sent the following reply.]

Will you allow me to make a brief reply to Mr. G. Waterhouse's interesting letter?

The answer he suggests to his Question (*a*) is, I think, only approximately accurate. It cannot be said that any clearly formulated demand for simplification of spelling comes from 'foreigners' as a body, any more than it comes from the great mass of English-speakers. The demand comes from those people (whether British, American, or foreign) who have considered the question with sufficiently open minds to realize the enormous benefit that would accrue to all coming generations of English-speakers, and incidentally to foreign learners, from the removal of the bewildering anomalies of our spelling. May I point out that few reforms originate in a general or very wide demand? It is the thinking minority, often a very small one,

that sees the need and opportunity for a reform, and gradually induces the majority to accept it.

Mr. Waterhouse's Questions (*b*) and (*d*) may conveniently be considered together. Here, let me say, I write, not as the Secretary of the Simplified Spelling Society, but simply as an individual student of the subject. I believe that it would be impossible to adopt a 'rigidly phonetic' system of spelling. A scientifically phonetic alphabet can (in my judgment) be handled only by people with a far more highly trained ear than can possibly be developed, by any conceivable system of education, in the great mass of the English-speaking world. The practical alphabet of correspondence, journalism, and literature cannot be an instrument of absolute precision. Therefore (in my judgment) reform must be 'moderate,' in the sense that it must be a compromise between scientific accuracy and the sheer unreason of to-day.

But 'moderate' is a vague term; and if Mr. Waterhouse asks precisely what we mean by a 'moderate' reform, he puts his finger on the weak point of our position. We do not as yet know what degree of simplification we shall ultimately recommend and work for. The Simplified Spelling Society, however, proposes to co-operate with the Simplified Spelling Board of the United States in organizing a small Joint Commission of scholars, representing all sections of the English-speaking world, who shall examine the whole question and produce a definite and exhaustive set of practical recommendations. Their report will no doubt take the form of a Simplified Spelling-Book. We shall then work for the adoption of this rational system in education, in journalism, in literature. If it be indeed a rational system, involving (as we are sure it will) an enormous saving of time and a considerable saving of material, it will gradually wear down prejudice and survive' in virtue of its 'fitness.'

Pending the production of such a report, any simplifications adopted must manifestly be tentative, and in many cases open to a charge of inconsistency. In answer, then, to Mr. Waterhouse's Question (*c*) I will merely refer him to the prefatory note printed at the beginning of our article. Some of his criticisms are not without justice. For instance, there can be no excuse for the occurrence of such forms as 'tagged' and 'jogd' in the same paragraph. 'Tagged' was a mere oversight. But I confess myself amazed by Mr. Waterhouse's objection to 'establisht' and other preterits in 't' on the ground that they would destroy the measure of verse where it requires the pronunciation of the terminal 'ed,' as in the line:

'Much markèd of the melancholy Jacques.'

The answer is staringly evident—namely, that no one is mad enough to propose writing 'markt' when 'marked' is the word clearly intended by the poet. If Mr. Waterhouse will look into this matter, he will find that many poets have long ago adopted the rational course of writing 't' when they mean 't' and 'ed' when they mean 'ed,' thus dispensing with the necessity of any diacritical marks. Spenser, for instance, writes:

> 'But passed forth, and lookt still forward right.'

And again:

> 'Withall she laughed and she blusht withall.'

Shakespeare, Milton, Dryden, Burns, Keats, and Tennyson use such forms as 'dropt,' 'kist,' 'stept,' 'blusht,' 'confest,' 'droopt,' 'lapt,' 'tost.' Tennyson, in a single line, writes:

> 'The dog that snapt the shadow dropt the bone.'

On this subject I refer Mr. Waterhouse to an excellent study of *The Spelling of the Poets*, by Professor Brander Matthews, which I shall be happy to send him if he will favour me with his address.

In reply to Mr. Arthur Tilley, I will only say that the notion of there being

any substantive value in the 'physiognomy' of a language is one which vanishes on the application of a simple process of analysis. No doubt associations gather for all of us, as apparently they did for Hugo and Gautier, round the verbal forms to which we are accustomed, and to fly in the face of these associations cannot but cause us more or less uneasiness. No one supposes that a rational system of spelling can be introduced without occasioning to the generation which witnesses the transition a certain sense of discomfort, and perhaps even of loss. But, the transition once made, associations will gather around the new and rational 'physiognomy' quite as readily as around the old and irrational. There is no inherent æsthetic superiority in either. In 'physiognomy' or form, 'embarrassed' is not a whit more beautiful than 'embarast'; and it lacks the intellectual charm which resides in the economical adaptation of means to ends.

WILLIAM ARCHER.

Simplified Spelling Society,
44, Great Russell Street,
London, W.C.

SCHOLARS' INTERNATIONAL CORRESPONDENCE.

M. Paul Mieille, of Tarbes, the initiator of the Scholars' International Correspondence, has been requested to draw up a report of this correspondence for the International Congress of Living Languages, which will meet at Paris next Easter. Unfortunately, I cannot under the present arrangement supply him with statistics. He therefore requests all teachers who make use of the correspondence in their classes to tell him the approximate number of students who have been put in communication with students in other countries; secondly, their opinion of the results, moral, and as regards the use of the correspondence as an aid to the study of languages. The letters should be addressed to me at 14, Norfolk Street.

E. A. LAWRENCE.

[In the article on Scholars' International Correspondence in the December number of MODERN LANGUAGE TEACHING (p. 251) it was stated that Professor Hartmann required that 2½d. should be sent with each name. We are informed that this has now been raised to 3d.]

REVIEWS.

William Morris. By ALFRED NOYES. Macmillan. English Men of Letters Series. Pp. 156. Price 2s. net.

'It is on this neurotic strain in Morris's nature that the biographer, making an impartial diagnosis, must lay his finger, as on the primary cause of the very few weaknesses of his life and work, and probably of his premature death.'

This sentence gives the clue to Mr. Noyes's unsympathetic attitude towards his subject, for much of whose work he has genuine admiration, but for whom, as a man, he has no understanding, and whose genius is almost entirely out of harmony with his own predilections. Mr. Noyes is, of course, at a disadvantage in that he is asked to treat William Morris merely as man of letters, and to leave out of account those many-sided activities in art, in crafts, in politics and in social work generally, which all of them contribute to his strength and greatness. But we venture to think that the single sentence we have quoted, proves Mr. Noyes's constitutional inability rightly to estimate either the work or the man. Professor Mackail's biography may deserve the many sneers which Mr. Noyes somewhat gratuitously throws upon it: at any rate it may claim to be written by one who has tried to see eye to eye with William Morris, and to justify his hero-worship by the sympathy born of knowledge and insight.

All through Mr. Noyes's volume we

regret that his subject is not more congenial to him—that he is not writing of Tennyson, for instance, to whom he refers in and out of season. Even in personal appearance Morris is unfavourably contrasted with the Laureate, with whom, one would have thought, he had so little in common as to make comparison futile. Is there any real need to insist so relentlessly on the relative value of their respective work? May it not be granted that Morris has done well, though his way is not the way of Tennyson, and this without any implied depreciation of the older writer? If comparison with other poets be desirable, the omission of the name of Chaucer is inexplicable, and we have, surely, a right to expect some reference to Rossetti and to the Pre-Raphaelite movement.

As a critical estimate this latest volume of the English Men of Letters Series falls lamentably below most of those which have preceded it. For this defect there is certain compensation in the literary value of Mr. Noyes's own work, in the grace and charm of his prose style, and the felicity of some of his judgments. But in the main the book is disappointing, and adds little or nothing to its author's reputation.

The King's English. Abridged for School Use. Clarendon Press. Pp. 160. Price 1s. 6d.

It is a great pleasure to be able to recommend a school edition of this valuable work, which should be in the hands of all teachers of English and easily accessible to their pupils. Its study would obviate the necessity for corrections which are read, only to be forgotten, while the simple, common-sense rules would help writers to avoid many ordinary mistakes. Detailed criticism of the abridged version is unnecessary, since the larger book has already gained its place as a work of reference, but many will be glad to possess it in a cheaper and less bulky form than the earlier edition. Would that every journalist could be presented with a copy.

The Coverley Papers from the 'Spectator.' Edited, with Introduction and Notes, by O. M. Myers. Clarendon Press. Pp. xix+180. Price 2s.

Sir Roger and our other friends of the Spectator Club are here presented to us in a neat edition, for which the selections have been well chosen and well printed. The introduction contains many excellent points, and though there is nothing very new, almost everything is worth repetition. Perhaps the various matters discussed might be better and more concisely arranged: Miss Myers has the young writer's tendency to be diffuse and, at times, a little shapeless. This is true not merely of the essay as a whole, but also of the separate paragraphs. For instance, the last sentence extends over twenty-one lines, and in it the word 'who' introduces at least six phrases. These details of style are worth attention, for Miss Myers usually writes with ease and fluency, though she must learn to cultivate crispness and force. The matter of her introduction is, as a rule, excellent, but we think she might revise her estimate of Cowley's essays, which are scarcely 'serious' in the sense in which that word may be applied to those of Bacon. On the contrary, Cowley appears as the direct forerunner of the 'familiar essay' of Addison and Steele. Nor does she seem adequately to appreciate the merits of the seventeenth-century 'Character-Writings.'

The appendices are all useful and not too long; the index is adequate; the notes err on the side of over-fulness. But, on the whole, this is the most satisfactory edition of the *Coverley Papers* that has yet appeared for school use.

FROM HERE AND THERE.

It seems as though the hopeful ones who prophesied a considerable increase in our membership as the result of a reduction in the subscription were being justified by events. At the last three committee meetings no less than seventy-three members were elected. It is particularly satisfactory to find a good proportion of women among them ; for some time it had been a matter of regret that of the many assistant mistresses that are Modern Language specialists, only a few had joined the Association.

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Every fresh member strengthens the Association by making it more representative, and enables it to do more valuable work. It should be our endeavour to reach a membership of 1,000 before the end of 1910.

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The paper on 'Our Insularity,' contributed to the Annual Meeting by Mr. H. A. L. Fisher, of New College, Oxford, will appear in the forthcoming number of the *Fortnightly Review*.

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By an oversight we have omitted until now to record that on Friday, November 27, 1908, a meeting was held at the High School for Girls, Bournemouth, in connexion with the Travelling Exhibition. Mr. F. B. Kirkman gave an interesting address on Reform Methods of Modern Language Teaching, with Special Reference to Older Classes. In the discussion which followed great stress was laid on the hampering effect of examinations of the translation type on school teaching.

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Dundee University College (University of St. Andrews).—Mr. J. Tanquerey, Assistant Lecturer in French, Manchester University, has been appointed Lecturer in French.

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Edinburgh University. — The late Mr. Thomas McKie, LL.D., Advocate, Edinburgh, has left (subject to his widow's life-interest) a very considerable sum to develop and encourage in the University (1) scientific, medical, and surgical research ; (2) the teaching and study of the English language and literature ; (3) the teaching and study of Modern Languages, especially French, German, and Italian.

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Oxford University. — Sir Julius Wernher has promised a donation of £200 for ten years to raise the stipend of the Taylorian Professor of German from £500 to £700 a year.

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The Churton Collins Memorial Fund is to be devoted to prizes for literature at the Universities of Oxford, Cambridge, London, and Birmingham—at the three first-named Universities in connexion with their extension work ; at Birmingham, as Birmingham shall decide.

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Miss C. W. Matthews, who for some years past has been Peripatetic Teacher of Modern Languages to the West Riding County Council (her paper on 'Modern Language Work in the West Riding,' contributed to the 1908 Annual Meeting, was reprinted in vol. iv., p. 19 and following), has been appointed headmistress of the Dulwich High School (Girls' Public Day-School Trust).

❧ ❧ ❧

Miss Barratt, second mistress of the Wimbledon High School, and also a Modern Language specialist, has been appointed headmistress of the East Liverpool High School (Girls' Public Day-School Trust).

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We record these appointments with special pleasure, as Miss Matthews has long been a valued member of the Association, and Miss Barratt was elected at a recent committee meeting. It is a welcome recognition of the good work done by Modern Language teachers that headmistresses, and even headmasters occasionally, are being drawn from their ranks.

Mlle J. Coisez, Abbeyans p. Rougemont (Doubs), desires a situation *au pair* in a school where she would teach French in return for lessons in English. Mlle Coisez has passed through a *lycée*, and has obtained the *brevet supérieur* and the *diplôme de fin d'études secondaires*. She possesses some knowledge of English.

Société Académique.—In the 'Devinette' competition, held at the Coborn School on Thursday, February 11, two of the Central Foundation School girls were fortunate enough to win prizes, the winner of the first prize obtaining 80 per cent. and the winner of the second 70 per cent. of the marks. About 100 girls from five different schools entered for the competition. The prizes are to be presented at the next meeting, which is to take the form of 'tableaux vivants.'

From the *Maître Phonétique* we abstract the following statistics of membership of the International Phonetic Association, according to the countries from which members are drawn:

Great Britain	351
Germany	250
France	86
Denmark	81
United States ..	76
Austria	62
Chili	61
India	42
Sweden	34
Finland	31
Belgium	28
Holland	26
Italy	24
Switzerland	22
Canada	19
Russia	18
Portugal	15
Australia	14
Norway	13

and nineteen other countries aggregate 49. It is a matter of legitimate satisfaction to those of us who are interested in the study of phonetics that Great Britain heads the list in such a splendid fashion. From 1888 to 1904 Germany had the highest membership; in 1906 the two countries were level, and since then we have forged ahead. Strangely enough, France is falling behind; but Austria shows a distinct increase, and India shows a sudden awakening of interest in the subject. The total membership has now reached 1,304 (1,163 in 1908, 907 in 1898), and of these 439 belong to the British Empire. Particulars of the work of the Association can be obtained on application to Mr. Daniel Jones, 7, Copse Hill, Wimbledon.

A letter has been received from M. Clermont, Hon. Secretary of the Société des Professeurs des Langues Vivantes, asking for contributions from English teachers to the discussions of the International Conference on the Teaching of Modern Languages, which is to take place in Paris in April, and the programme of which was sent out with the last number of Modern Language Teaching. Such contributions need not be long — two pages will be sufficient, but it is desired 'qu'elles donnent des indications précises, fruit de l'expérience personnelle.' Papers on the Teaching of the Verb—the special subject of the grammatical section of the Conference—will be particularly welcomed. Offers should be addressed to M. Clermont, at 26, Rue Scheffer, Paris.

Reduced fares for members attending the International Congress on the Teaching of Modern Languages at Paris, on April 14 to 17, can be obtained if thirty members travel. Names should be sent as soon as possible to the Hon. Secretary 45, South Hill Park, Hampstead, N.W.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME V. No. 3 **APRIL, 1909**

THE QUALIFICATIONS AND TRAINING OF MODERN LANGUAGE TEACHERS.

THE Committee appointed by the Modern Language Association to report on the existing provision for the training of Modern Language Teachers and to make Recommendations, have presented the following Report:

INTRODUCTORY.

Few subjects in connexion with the teaching profession have been so much under discussion during recent years as the training of teachers for secondary schools. At the present time the movement in favour of training as a necessary part of the qualifications of teachers promises to take definite shape, and there are indications in the regulations of the Board of Education and in the conditions of appointment to posts in the secondary schools of the London County Council and other local authorities, that at no long time hence a year of training will be made compulsory for all teachers in the secondary schools which are under popular control.

It is with secondary schools that the Report is principally concerned.

The Modern Language Association has gradually collected materials showing the position of Modern Languages in the school curriculum, and the facilities which exist for the training of Modern Language teachers. A summary of this information is printed as an appendix to the Report. The opportunity, therefore, seems ripe for an attempt to frame on these materials, and to make public, some scheme which shall define the qualifications of teachers of French and German, and the course or courses of training by which they may be secured.

With this object a Committee was appointed by the Modern Lan-

guage Association in July, 1907, under the Chairmanship of the Rev. E. S. Roberts, Master of Gonville and Caius College, Cambridge, then Vice-Chancellor of the University of Cambridge.

The Committee was constituted as follows:

Rev. E. S. Roberts, Vice-Chancellor of the University of Cambridge (Chairman).

J. W. Adamson, Esq., Professor of Education, King's College, London.

A. T. Baker, Esq., Professor of French, University of Sheffield.

S. Barlet, Esq., Hon. Secretary Société Nationale des Professeurs de Français en Angleterre.

Cloudesley Brereton, Esq., Divisional Inspector (Modern Languages), London County Council.

Dr. Karl Breul, Reader in Germanic, University of Cambridge.

G. F. Bridge, Esq., Joint Hon. Secretary.

*Miss M. C. Campbell, Assistant Mistress, Ladies' College, Cheltenham.

Miss Cooper, Oxford Delegacy for Training of Secondary Teachers.

H. G. Fiedler, Esq., Professor of German, University of Oxford.

J. J. Findlay, Esq., Professor of Education, University of Manchester.

H. T. Gerrans, Esq., Worcester College, Oxford.

A. Kahn, Esq., Headmaster, Camden Secondary School, N.W.

* Miss Campbell resigned from the Committee before the Report assumed its final shape.

Miss Johnson, Bedford College, London.

W. G. Lipscomb, Esq., Headmaster, Bolton Grammar School.

Miss Lowe, Headmistress, Leeds High School.

E. L. Milner-Barry, Esq., Joint Hon. Secretary.

B. Minssen, Esq., Harrow School.

Miss Pope, Somerville College, Oxford.

Miss Powell, Cambridge Training College.

Miss Purdie, Headmistress, Exeter High School.

W. Rippmann, Esq., Professor of German, Queen's College, W.

Dr. W. H. D. Rouse, Headmaster, Perse School, Cambridge.

A. A. Somerville, Esq., Assistant Master, Eton College.

F. Storr, Esq., President of the Modern Language Association (1907).

J. Welton, Esq., Professor of Education, University of Leeds.

The Committee met on six occasions. At the first meeting a Sub-Committee was appointed, consisting of Miss Cooper, Miss Lowe, Miss Pope, Miss Purdie, Professor Adamson, Professor Baker, Mr. Barlet, Dr. Breul, Professor Rippmann, Mr. Storr, and the Hon. Secretaries, Mr. Bridge and Mr. Milner-Barry.

The Sub-Committee met on four occasions, and, under the direction of the Committee, drafted the recommendations contained in the subjoined Report. It has been thought desirable to prefix to these

recommendations some explanatory observations.

(i.) QUALIFICATIONS.

The Committee discriminate between two types of teacher—(*a*) the specialist teacher, whose time is entirely, or almost entirely, devoted to the Modern Language work in the school, and on whom should devolve—subject to the control of the headmaster or headmistress—the organization of the Modern Language work throughout the school; and (*b*) the teacher who, in addition to other subjects, teaches either French or German, or both languages, to junior forms. In thus discriminating between the two types, the Committee must not be understood to imply that the standard of general academical attainment ought to be lower for the second-named type than for the first. Teachers of the second type will in many cases be specialists in subjects other than Modern Languages, who have qualified themselves to give the Modern Language instruction in certain forms.

The principle of entrusting the form-teacher with the care of his pupils in as many subjects as he can efficiently handle is so firmly established for junior forms in many schools that the Committee consider that in framing their recommendations adequate consideration should be given to this distinctive feature of English education.

(*a*) Specialist Teacher.

The scheme of qualification which the Committee suggest that the specialist teacher should possess is in the main based upon the requirements for degrees in honours in Modern Languages; and the Committee venture to hope that where the qualifications which appear to them desirable are in excess of what may now be regarded as the normal standard, future revisions of present arrangements will give to existing degrees an even higher value for those who intend to be teachers.

Residence Abroad of the Specialist Teacher.

The Committee are unanimous on the desirability of a period of residence abroad; but they make no recommendation as to the place which this period should occupy in the course of study. Many candidates for degrees in honours in Modern Languages spend a period equal to six months in France or Germany before graduation.

The Committee are conscious of the great advantages of such residence abroad, particularly after graduation, and in this connexion draw attention to the arrangements made between the Board of Education and similar bodies in France and Prussia for enabling future teachers of Modern Languages to spend a year in foreign secondary schools as assistants to the regular teachers. Many students of

Modern Languages have already availed themselves of these advantages, and the Committee hope that the movement thus inaugurated will meet with widespread support.

In this connexion reference may also be made to the work of the Guilde Internationale, 6, Rue de la Sorbonne, Paris, the proposed establishment and endowment of which is supported by the Modern Language Association.

(*b*) Other Teachers.

The consideration of the qualifications of other teachers who undertake Modern Language work presented a difficult problem. The Committee are of opinion that, in addition to a standard of general culture to be tested by the usual examinations, these teachers should possess a colloquial command of the language or languages to be taught, and a knowledge of phonetics. It was found on investigation that no facilities existed among examinations in this country for providing an adequate test in these subjects. The Committee, therefore, are of opinion that examinations should be instituted at the Universities or elsewhere, which should provide for such teachers of Modern Languages a test in the command of the spoken language (French or German) and knowledge of phonetics.

The inclusion of the test in phonetics needs no justification from the point of view of the Modern Language teacher. The Committee believe that this science is destined to receive wider recognition in the future, owing to its value in the teaching of the mother-tongue, no less than in the teaching of other languages ancient and modern.

(ii.) TRAINING.

Place.

The Committee are of opinion that the year of training should be spent in the United Kingdom, and do not suggest that residence abroad as *assistant* or in any other capacity should be allowed to count as a period of the year of training.

Facilities.

The facilities for the training of secondary teachers are numerous and increasing in so far as this work is done by Departments of Universities. Training Colleges are already in existence for both men and women teachers, but at present there is little, if any, provision for the training of the former in training departments attached to secondary schools.

The Committee recommend that provision should be made for this type of training, and are of opinion that the three types of training classified in the Report (see Recommendations, ii.) as (*a*), (*b*), and (*c*) should be recognized, and that a combination of either of the first two of these methods of training with the third should be allowed.

At present the number of trained Modern Language men teachers is very small; women teachers of Modern Languages have availed

themselves of the existing facilities in far greater numbers.

Probability of Compulsory Training.

The Board of Education, in the Regulations for Secondary Schools, 1908, page 4, section 15, direct attention to the training of teachers in the following terms:

'When the Board think fit, they may, on consideration of the teaching staff as a whole, require that a certain proportion of all new appointments shall consist of persons who have gone through a course of training recognized by the Board for that purpose.'

The Committee welcome this testimony to the importance which the Board attach to training, and venture to hope that a beginning will be made in 1909, giving effect to this intimation, which has now appeared for three years in succession. They have noted with satisfaction the Regulations for the Training of Teachers for Secondary Schools (Cd. 4184) as tending largely to increase the supply of trained teachers.

(iii.) SUPERVISION.

The practice in teaching should be prefaced by the observation of lessons given by experienced teachers or demonstrators, and assistance should be given to the student in the investigation of the principles involved in the acquirement of foreign languages; the supervisors of the practice should also give hints on the preparation of lessons, as well as criticisms on the lessons given and the methods employed. The Committee recognize that this supervision may be exercised either by the Professors of Education, or Masters or Mistresses of Method, or Headmasters and Headmistresses, or Specialist Teachers, as local circumstances require.

RECOMMENDATIONS.

(i.) QUALIFICATIONS.

1.

The Committee recommend that the Specialist Teacher in either French or German should be required to possess the following qualifications:

A.

A University degree in honours (or its equivalent) in the language or languages which he or she proposes to teach as a specialist.

The range of the examination for such a degree should include:

1. An oral test.

2. Phonetics—a general grounding in the theory and practice.

3. Grammar and syntax:

(*a*) Sound knowledge of the living language.

(*b*) Historical grammar.

4. Power of translating idiomatically and correctly into and from the foreign language.

5. (*a*) Wide reading in modern literature—*i.e.*:

For French: XVII., XVIII., and XIX. centuries.

For German: XVIII. and XIX. centuries.

(*b*) Study of some masterpieces of the medieval literature.

(*c*) History of the literature in broad outlines.

6. An essay in the foreign tongue of at least two hours' duration.

B.

It is desirable that a specialist teacher should have spent a period (consecutive if possible) of at least six months' residence abroad. For teachers giving instruction in French and German, the period should be six months in each country.

2.

The Committee consider that a great deal of Modern Language teaching may be properly given by teachers who have not taken an honours degree in Modern Languages, but have a knowledge of one or more Modern Languages adequate to certain stages of Modern Language work in schools.

The Committee recommend that such teachers, in addition to their other academic qualifications, should be required to possess—

(*a*) A colloquial command of the language or languages to be taught.

(*b*) An adequate knowledge of phonetics.

NOTE. — The Committee recommend that examinations for diplomas should be instituted at the Universities or elsewhere, which should provide for Modern Language teachers a test in (*a*) command of the spoken language (French or German), and (*b*) knowledge of phonetics.

The Committee recognize that such teachers, by reason of experience, study, and residence abroad, frequently qualify themselves for the highest Modern Language work in their schools, and thus pass into the ranks of specialist teachers.

(ii.) PROFESSIONAL TRAINING.

The Committee recommend that the professional training of Modern Language teachers should be conducted (*a*) in training departments attached to Universities; (*b*) in training colleges; (*c*) in training departments attached to schools; or (*d*) by a combination of (*a*) or (*b*) with (*c*).

1. It is desirable that the student, before appointment to his first post, should have three terms of professional training.

2. (*a*) In the case of the specialist teacher particular attention should be given to the study of the methodology of language teaching, and to the organization of the language work throughout the school.

(*b*) In addition to the general professional training pursued by all students, the students who intend to teach other subjects besides Modern Languages should receive special instruction in the methodology of language teaching.

3. (*a*) Concurrently with the study of theory there should be full opportunity for practice in teaching under proper supervision in suitable schools.

(*b*) In the case of the specialist teacher, the greater part of the practice should be in Modern Language teaching.

4. It is desirable that a list of such schools as offer special facilities for training Modern Language teachers should be drawn up, circulated, and revised from time to time.

5. Care should be taken in the process of training to afford practice in setting papers and marking answers, and in conducting oral examinations.

E. S. ROBERTS (*Chairman*), J. W. ADAMSON, A. T. BAKER, S. BARLET, CLOUDESLEY BRERETON, KARL BREUL, A. J. COOPER, H. G. FIEDLER, J. J. FINDLAY,* H. T. GERRANS, F. C. JOHNSON, AUGUSTUS KAHN, W. G. LIPSCOMB, L. A. LOWE, B. MINSSEN, MILDRED K. POPE, HELEN L. POWELL, F. M. PURDIE, WALTER RIPPMANN, W. H. D. ROUSE, A. A. SOMERVILLE, F. STORR, J. WELTON, G. F. BRIDGE AND E. L. MILNER-BARRY (*Hon. Secs.*).

APPENDIX.

SUMMARY OF INFORMATION OBTAINED BY THE COMMITTEE.

QUALIFICATIONS AND TRAINING OF MODERN LANGUAGE TEACHERS IN PRUSSIA (MALE TEACHERS ONLY).

By E. L. MILNER-BARRY.

For the following notes I am principally indebted to—(1) 'The Teacher of Modern Languages in Prussian Secondary Schools,' Fabian Ware ('Special Reports on Educational Subjects,' vol. iii., p. 519 *et seq.*, 1898). (2) 'The Registration and Training of Teachers in Secondary Schools in Germany,' J. J. Findlay ('Royal Commission on Secondary Education,' vol. v., 'Memoranda,' p. 112 *et seq.*, 1895). (3) 'The Teaching of Modern Foreign Languages and the Training of Teachers,' Karl Breul (Cambridge University Press, third edition, 1906. Contains extracts from the Prussian Regulations for the Examination of Teachers, p. 145 *et seq.*). (4) 'Prüfungsordnung für das Lehramt an höheren Schulen vom 12 September, 1898. Ordnung der praktischen Ausbildung der Kandidaten für das Lehramt an höheren Schulen vom 15 März, 1890.' Dritte gänzlich umgearbeitete Auflage. Berlin: Weidmannsche Buchhandlung, 1901. (5) 'Ordnung für die Prüfung der Kandidaten des höheren Lehramts in Preussen.' Dritte Auflage. Halle a.S., 1906.

University Course.

To be admitted to a German University, the future teacher must possess the *Reifezeugnis* (leaving certificate), which he obtains by passing an examination at the end of his school career. He then enters as a student in the Faculty of Philosophy and prepares for his *Staatsexamen* (State examination), which he cannot take till after a minimum course of three years' study. In practice, however, the course usually extends to four or even five years. This examination is absolutely independent of the University, and to find a parallel to it in England we might instance the examination conducted by the Civil Service Commissioners for entrance into the India Civil Service.

The academic degree (Ph.D.) is frequently obtained by teachers who submit a dissertation and pass an examination after having kept a minimum number of terms, but this examination is not obligatory. It is an academic distinction, and has no bearing on the question of the *Staatsexamen* and the subsequent training of the teacher.

The Staatsexamen. — As this *Staats*

* Professor Findlay desires to say that, while agreeing with the general tenor of the Report, he is not prepared to advocate the institution by British Universities of special diplomas for Modern Language teachers.

examen is the entrance to the teaching profession, it differs from our English degree examinations (Triposes and Honour Schools). It comprises for Modern Language teachers—(*a*) General knowledge of philosophy, pedagogy, German literature, and principles of the religious teaching of the Church to which the candidate belongs ; (*b*) special knowledge of the following subjects: French, English, German. [N.B.—A candidate *may* present himself for examination in the three languages ; he *must* present himself in two, in which case he *must* take a subsidiary subject, such as Latin or Greek, Geography or History, etc.]

To pass the examination, a candidate must satisfy in (*a*) and obtain the *Lehrerbefähigung* (certificate of possessing sufficient knowledge to teach) in at least one subject out of (*b*) up to the standard of the highest form teaching (*erste Stufe*), and (1) in two subjects also out of (*b*) up to the standard of lower and middle form teaching (*zweite Stufe*), or (2) in one subject out of (*b*) and one subsidiary subject (see above), both up to the standard of lower and middle form teaching. The *erste Stufe* comprises all the forms in a German secondary school of the highest type ; the *zweite Stufe* comprises all the forms up to *Unter-Sekunda* inclusive (Lower Fifth).

Subsequent Training.—In the year 1826 a *Probejahr* (trial-year) was instituted in Prussia. In 1890 a *Seminarjahr* (training-year) was introduced, and now precedes the *Probejahr*.

'No one is fully qualified to hold the position of teacher in a secondary school who has not gone through these two years of professional training after having passed the *Staatsprüfung*. The *Provincial Board of Inspectors* of the candidate's province . . . . is responsible for this training.'

Seminarjahr.— The *Seminare** are of two kinds: (*a*) *Seminare* attached to secondary schools founded to meet the requirements of the decree of 1890 ; these are now very numerous. (*b*) The Royal Pedagogical *Seminare*, which number eight. They were founded prior to 1890. One is exclusively devoted to the training of Modern Language teachers. The regulations for both types of *Seminare* are the same.

System of Work.—Theory : Every week meetings are held for the discussion of subjects specified (as a rule) by the *Ordnung*. Among the topics treated are the principles of education and instruction, pedagogy, preparation of lessons, hygiene, apparatus, time-tables. The discussions are usually conducted in French or English. In the first quarter of the year the candidates attend lessons given by the masters in the practising school and take notes. Opportunities for discussing the lessons are given them.

Practice : In the second quarter the candidates teach throughout the school for two or three hours a week. At first the Director of the *Seminar* assists them in preparation for these lessons ; after these lessons, at which the Director, the form master, and the other members of the *Seminar* (usually five or six), are present, there is a meeting for discussion and criticism.

The candidates take an active part in the life of the school, and, where possible, visit neighbouring primary schools and training colleges. Towards the end of the *Seminarjahr* the candidates write essays on some pedagogic or didactic theme prescribed by the Director. These essays are forwarded to the *Provinzial-Schulkollegium* (Provincial Board of Inspectors), with reports on them by the Director, and other testimony as to the capabilities of the candidates.

Satisfactory candidates are authorized to commence their *Probejahr*. Those who, in the opinion of the *Provinzial-Schulkollegium*, are unfitted for the profession of a teacher abandon the career.

The Probejahr.—The *Probejahr* is spent at a secondary school of the highest grade to which no *Seminar* is attached. Candi-

* The term *Seminar* connotes a group of students working under appointed teachers in a practising school, not a training college in our sense of the word.

dates teach throughout the school from eight to ten hours a week. During the first three months they are under constant supervision. Subsequently the Director or authorized master or masters under whom they are placed need only be present at their lessons twice a month. Criticism and discussion of lessons are a special feature of the training. Towards the end of the year the candidates draw up reports on their teaching experience (*Lehrtätigkeit*), and submit them to the Director, who forwards them with a report to the *Provinzial-Schulkollegium*. The *Provinzial-Schulkollegium*, after perusal of the reports of the candidates' *Seminarjahr* and *Probejahr* and consideration of any observations of the *Departements-räte*, certifies the candidates as fit for appointment as *Oberlehrer* or refuses to certify.

[N.B. — Should local circumstances render such a course imperative, a candidate may be called upon to give twenty lessons a week ; in this case he receives a salary.]

Note on the Combination of Methods employed in Saxe-Weimar. — Professor Findlay directs special attention to the method of training pursued in the Duchy of Saxe-Weimar. Every candidate in Saxe-Weimar is compelled to spend his *Seminarjahr* at Jena, where he is trained at the *Gymnasial-Seminar*, and at the same time is under the influence of the holder of the chair of pedagogy at the University. 'The weakness of the Prussian *Gymnasial-Seminar*,' writes Professor Findlay, 'lies in the fact that it is conducted by a headmaster and a staff who have left their speculative studies behind them, and are likely to ignore the scientific aspects of education and to depreciate the value of research.' It is only fair to state that German opinion on this point does not entirely coincide with Professor Findlay's. It is a question of men rather than of method.

Residence of German Teachers in Foreign Countries.—(*a*) The German teacher of Modern Languages *may* spend one of his University years in England or in a French-speaking country. He rarely avails himself of this privilege.

(*b*) The teacher *may* spend *all* of his *Probejahr* abroad. The State encourages the idea, but provides no funds for this purpose.

(*c*) *Reisestipendien* (travelling scholarships) for fully qualified teachers. The State provides yearly the sum of £1,000 divided into scholarships of £50 to enable teachers to spend six months abroad. Some municipalities make similar grants. During absence the teacher must pay for a substitute, but continues to receive his own stipend. As Prussia possesses some 800 secondary schools, it is obvious that the number of scholarships is far too small.

ANSWERS RECEIVED FROM UNIVERSITIES AND UNIVERSITY COLLEGES TO QUESTIONS CIRCULATED BY THE MODERN LANGUAGE ASSOCIATION.

Answers have been received from the Universities of Oxford, Cambridge, Birmingham, Leeds, Manchester, Sheffield, and the University Colleges of Aberystwyth, Bangor, University College, London, and University College, Nottingham.

QUESTION 1. — *Is it a practice for students to reside abroad for any period during the Degree Course in the vacations, or otherwise?*

In nearly all cases the answer is 'Yes.' Students at Leeds reside, as a rule, for one year in France and one year in Germany. From Birmingham the answer is: 'No; but they are encouraged to do so.' From Manchester: 'They cannot afford it.' From Cambridge: 'Strongly recommended and often managed.'

QUESTION 2. — *What provision is made for giving practice in conversation in foreign languages, and how far is it encouraged by scholarship or other examinations?*

At Oxford none, except by private tuition and a French club. At Cambridge a number of courses are delivered in foreign languages, especially in German. There are French and German University Societies, for practice in speaking the languages, and there are also discussions on phonetics and philological and literary topics. At Man-

chester, Leeds, and University College, London, there are lectures in foreign languages. At Leeds all lectures on German above Intermediate stage, except those on philology, are so given. At University College, London, there is constant exexchange of views between teachers and students. At University College, Nottingham, there is a French lector, whose work consists only of lectures in French and conversational classes—the latter limited to six students in each class. At other colleges there are conversation classes and French and German circles and debating societies.

Oral tests are insisted on in all examinations in Modern Languages except at Oxford.*

QUESTION 3. — *Does the University arrange for any courses of lectures in pedagogics in which the needs of future Modern Language teachers are considered?*

At Oxford, Bangor, Nottingham, none.

At Cambridge such lectures are given both in the Day Training College and in the Training College for Women.

For Leeds and Sheffield, see below.

At Manchester such lectures are given occasionally in the Department of Education, where special attention is paid to Modern Language teachers in connexion with the demonstration and practice work of the Fielden School.

At Aberystwyth short courses on the teaching of Modern Languages have been given to the students in training, at which the mistress of method has always been present, and from time to time members of the Education Department.

QUESTION 4.—*Are there any Travelling Scholarships or Bursaries for Modern Language students?*

At Leeds one Gilchrist Scholarship of £80 a year annually to an Honours student in Modern Languages for residence abroad. There is a similar Gilchrist Studentship at London. The Gilchrist Studentship for Women of £100, tenable by a graduate of the University of London, might also possibly be used for this purpose.

At Nottingham, Sheffield, and Leeds, grants are made occasionally to assist students to attend holiday courses.

At Manchester two or more Holiday Course Bursaries are offered by a gentleman in the town to Modern Language teachers through the Teachers' Guild.

QUESTION 5. — *Have you any figures showing the proportion of Modern Language graduates who have taken up teaching?*

No figures are available, but in all cases it is believed that the great majority do so. The proportion is believed to be 80 per cent. at University College, London.

QUESTION 6.— *What Entrance Scholarships in Modern Languages are offered?*

There are such scholarships at the following colleges:

At Cambridge — Gonville and Caius, Christ's, King's, St. John's, Emmanuel.*

At University College, London, there are — (1) Andrews Entrance Scholarship (two Modern Languages and English History); (2) Andrews Scholarship for students of one year's standing (two Modern Languages).

At King's College (Women's Department) and Bedford College there is one scholarship, at Holloway College ten, and at Westfield College three or four, in which Modern Languages are on a level with other subjects.

At Aberystwyth there is one special Modern Language Scholarship for Breconshire.

In the Northern Universities scholarships are given on the result of the higher papers in the Joint Board Matriculation Examination, in which Modern Languages are on a level with other subjects.

UNIVERSITY OF SHEFFIELD: DIPLOMA IN MODERN LANGUAGES.

By PROFESSOR A. T. BAKER.

The institution of a teachers' diploma in French and German, granted by the University of Sheffield, is the outcome of

* An oral examination is being added to the Tripos scheme at Cambridge this year.

* At several other colleges such scholarships are given at the end of the first year.

classes for teachers which have been held for the past five years. Owing to the fact that these classes attracted students of very varied attainments, the West Riding County Council has instituted preparatory classes in various parts of the Riding, to enable students to acquire sufficient knowledge to benefit by the higher classes at the Universities of Sheffield and Leeds.

The Faculty of Arts of Sheffield decided that the minimum linguistic requirement for admittance to Course B (see below) should be that of an ordinary degree of any British University (in which the subject is taken as a primary subject). Since many teachers, or intending teachers, possess no such qualification, it saw the need of instituting courses leading up to such attainments, and these were prescribed by regulation.

A two years' course was therefore drawn up, covering the ground of an ordinary degree course; but, in view of the varied attainments of the candidates, it was decided that no set books should be required for the examination. This course is called Course A. Although, as a course, it extends over two years, candidates are permitted to take the examination after a year's study.

On presenting certificates of qualifications acceptable to the Faculty, or on having passed the Course A examination, a student may enter for the course (named B) devoted to methods of Modern Language teaching. This course is a one-year course of two hours per week.

The subjects of the course are: (i.) Phonetics, theoretical and practical; (ii.) methods of Modern Language teaching.

In phonetics the course would extend over two terms in lessons of fifty minutes, the remainder of the time being taken up with short lectures on, and criticisms of, various methods, model lessons by the Professor, and criticism lessons by the members of the class.

For the third term the hospitality of some secondary schools has been obtained, and the members of the class give lessons under the supervision of the Professor, and afterwards return to the University to hear his criticism and that of the other members of the class.

The examination on which the diploma is granted consists of the following parts:

I. Phonetics (including Transcription).
II. Methods of Modern Language Teaching and Outlines of Lessons. (One paper of three hours.)
III. Phonetic Dictation.
IV. Oral Examination on I. and II. above.

In his sessional work the Professor refers in pedagogical matters to the Professor of Education, and the examination is conducted by the Professor and an external examiner.

An effort is being made to visit the schools in which candidates are at work. This is rendered difficult by the large area from which students are drawn.

University of Leeds: Diploma for Teachers of French or German.

The University of Leeds grants diplomas to teachers of French or German who have been through the University course under the following regulations.

Candidates for this diploma will be required to have passed prescribed examinations after pursuing a prescribed course of study.

The examinations for the diploma, to be conducted annually, will be—

1. The First Examination, in language, of the same standard as the Final Examination in French [German] for the ordinary degree of B.A., except that there will be no examination in literature or in prescribed books. The subjects for the examination are: Prose composition, syntax of the French [German] language, translation at sight from French [German] into English, dictation, reading aloud, and conversation in French [German].

2. The Second Examination, in methods of teaching and phonetics.

Candidates for the diploma will be required—

(1) To pass the First Examination, or to give satisfactory evidence that their knowledge of the French [German] language is not below the standard of that examination.

(2) To attend for at least one year the University class preparatory to the Second Examination.

(3) To pass the Second Examination.

In connexion with the diploma there are two Saturday morning training courses—Course A, preparatory to the First Examination; Course B, preparatory to the Second Examination. Students who are not candidates for the diploma are admitted to the classes on satisfying the Professor that they are sufficiently qualified. Two hours a week are given to each class.

Summary of Answers from Training Centres.

The subjoined questions were sent by the Executive Committee of the Modern Language Association to forty-six institutions. Replies were received from thirty-five. In eleven of these no Modern Language training is being done. This statement therefore summarizes the answers from twenty-four institutions, of which four are University departments, two University colleges, eight training colleges, and ten secondary schools with training departments.

Question 1.—*In what respects is the training of Modern Language teachers differentiated from that of other teachers as regards theory, practice, or both?*

In all but two of the training centres the training in theory is the same for all students. At Leeds the training is quite separate, both in teaching and diploma granted. In eighteen cases lectures, either internal or external, are available for Modern Language teachers in the methods of their special subject. In most cases special practice in language teaching is given to intending Modern Language teachers, the amount varying very greatly. Notes of the practice at certain centres are subjoined.

The students who are in training at Oxford all go for considerable periods to schools where the subject is well taught. They attend lectures on the teaching of Modern Languages, and have a special paper on the subject, in which they are examined in the Diploma Examination by an expert school-teacher.

At Manchester University there are opportunities in the Fielden Demonstration School for continuous teaching in French and German at all stages for students who are competent to instruct. One of the Staff Demonstrators is a Modern Language specialist, and has five classes of scholars under his direction. Students share in the teaching of these, and also in a *Seminar* which the Demonstrator conducts for the special study of problems in Modern Language teaching. Students also practise in the Manchester High Schools under the direction of a specialist.

The students at Cherwell Hall take part in the Modern Language teaching at the Milham Ford School, under the direction of an expert, for not less than a school term. They are required to teach in all classes from Form I. to the Upper VI.

Young men at St. Mary's Hall, Stonyhurst, who are likely to become Modern Language teachers, generally spend one or two years abroad.

At Clapham High School the Modern Language students have training directly bearing on their special subjects. The Direct Method is specially treated in the lower, middle, and upper schools. The training is given by specialists who are experienced teachers. At the beginning of their course the students give lessons under supervision; this supervision is gradually withdrawn as capacity develops, till at last they have full responsibility. Lectures are given on Modern Language methods by the specialists in preparation for the pedagogic examinations.

At Exeter High School the teaching of a Modern Language student is chiefly confined to language work, and ranges, as

far as possible, all over the school. It is under the direction of the Modern Language specialists and the mistress of method. Phonetics are included.

At Sheffield High School the headmistress considers that training is too one-sided if the students are not required to teach subsidiary subjects in addition to their speciality. All — foreign student teachers excepted — benefit by taking arithmetic, and either history or literature, for one term. The training in Modern Language teaching is under the supervision of the Professor of Education at the Sheffield University, and of the Modern Language specialist at the school. In the first term students listen to the lessons of an expert, and in the second and third they are responsible for the teaching of one or more classes, supervision being gradually withdrawn.

At Winchester High School students specializing in Modern Languages have classes in their charge for a whole year, under the special charge of the mistress of method, the Modern Language mistress assisting in the criticism. The headmistress considers this actual teaching for the whole year of one class *under efficient direction* to be the most valuable part of their training.

In the University of Birmingham, Education Department, work done in the secondary schools by the candidates under the supervision of the school staff is greatly emphasized. Modern Language students spend a large proportion of their time in school in Modern Language work.

At Aberystwyth the students in training undertake a special course of lessons in Modern Language teaching, with a special criticism lesson in connexion with a course of lectures on the teaching of Modern Languages.

At the Cambridge Training College for Women, Modern Language teachers have, in addition to the ordinary theoretical training, a special course on the teaching of Modern Languages and on phonetics. They give courses of lessons (generally three or four courses of one term's length) under the supervision of the Lecturer in Modern Languages.

At the London Day Training College all students go through a common course of pedagogic training, and all attend the introductory lectures upon the methods of teaching the various special subjects, so as to be instructed in the aims of those subjects and their relations to one another. In addition, each student attends a number of special lectures in the teaching of his or her special subject. Amongst these latter courses Modern Languages has a place.

QUESTION 2.—*Is there a member of the training staff specially charged with the training in Modern Language teaching and the supervision of the practice?*

The answer is 'Yes' in eighteen cases.

In some Universities the training is done by the Professors of French and German.

In the case of some schools with training departments which are situated in University towns, the students attend the University lectures for theory, and are supervised in their practice by specialist teachers on the school staff. The nature of the questions asked did not give any opportunity for an explanation of how, in such cases as these, theory is correlated with practice.

LES NOUVELLES INSTRUCTIONS OFFICIELLES RELATIVES A L'ENSEIGNEMENT DES LANGUES VIVANTES EN FRANCE.*

On sait que les réformes de 1902 ont apporté à l'enseignement des langues vivantes en France de profondes modifications en augmentant le nombre des heures consacrées à ces études et en introduisant la méthode directe à titre officiel.† L'expérience s'est poursuivie pendant six années. Elle a montré que sur certains points il était nécessaire d'apporter aux programmes de nouvelles précisions, d'écarter des interprétations inexactes, de résoudre certaines difficultés. C'est le but que se proposent les Instructions qui viennent d'être adressées fin décembre par le Ministère de l'Instruction publique à tous les professeurs de langues vivantes.‡ Elles appellent l'attention des maîtres sur certains points : 'La transition de la Cinquième à la Quatrième, l'enseignement de la grammaire, celui de la littérature dans le dernier cycle.' Mais comme 'l'enseignement des langues vivantes est un tout continu . . . il a paru utile de faire sur l'ensemble des programmes un commentaire qui . . . s'attachera à préciser encore l'esprit de la méthode, à en montrer l'unité et la continuité.'

Observations Générales. — Les instructions rappellent d'abord certains principes généraux : que chaque classe, soigneusement préparée 'doit sortir de la précédente et se continuer dans la suivante,' que les textes de récitation 'ne doivent rien contenir qui ne mérite d'être retenu' et doivent être préparés en classe avec les élèves ; que les devoirs 'ne devront jamais exiger de l'élève un effort qui dépasse ses forces' ; que 'l'enseignement doit avancer avec lenteur' ; que le maître 'ne se laissera jamais dominer par le souci du vocabulaire et se rappellera qu'il doit avant tout faire acquérir à ses élèves le mécanisme de la langue.' Il en résulte 'que le professeur ne doit jamais s'isoler dans sa classe ou dans son cycle,' mais, en s'occupant du présent, 'être conscient du passé de ses élèves et se préoccuper de leur avenir.' Cela 'est surtout vrai pour l'enseignement le plus difficile de tous, celui de la littérature.' Dans toutes les classes, 'le professeur aura soin de garnir la mémoire des élèves de leçons qui posséderont, si simples soient-elles, . . . une valeur et une vertu littéraires.' En Quatrième et en Troisième, le texte d'explication ayant été bien compris, il en fera ressortir les qualités de pensée et de style, la valeur esthétique, plus tard la portée documentaire relativement à l'écrivain, à son époque, au génie de la race, mais toujours en rattachant ses appréciations 'à l'examen précis des mots et des expressions' du texte. En Seconde et en Première, ces analyses seront groupées pour un même écrivain, puis pour une même période. Des rapprochements seront faits entre les différentes époques de la littérature étrangère et les principaux moments de la civilisation. On aboutira enfin à des comparaisons avec les périodes correspondantes de la littérature française.

Première Période.—Les instructions donnent ensuite des observations particulières sur chaque période de l'enseignement, complétant celles des programmes de 1902.

Pour la Sixième, elles rappellent la nécessité d'enseigner la prononciation d'une façon méthodique, surtout pour l'anglais. Elles insistent sur l'utilité d'une phonétique très élémentaire en de-

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* We are indebted to the Editor of *Neuere Sprachen* for kind permission to reprint this interesting article.

† Cf. *Plan d'Études et Programmes d'Enseignement dans les Lycées et Collèges de Garçons.* Delalain, 1902.

‡ *Instructions Relatives à l'Enseignement des Langues vivantes,* 18 pg. [Ne sont pas dans le commerce.]

mandant au professeur de ne pas donner seulement l'exemple, mais 'd'expliquer aussi à l'élève la place des organes et en particulier de la langue'; elles recommandent aussi la transcription phonétique en conseillant, pour supprimer l'obstacle de l'orthographe anglaise, d'écrire 'phonétiquement au tableau noir les mots tels qu'ils se prononcent.'

Les instructions prescrivent l'emploi exclusif de la langue étrangère. 'L'enfant doit être habitué à comprendre directement, sans faire au préalable une traduction mentale.' Il doit de même 'exprimer directement ce qu'il voit, ce qu'il entend, ce qu'il pense.' Pour atteindre ce but, 'le professeur doit s'interdire rigoureusement à lui-même l'emploi du français.' Il ne doit pas tolérer non plus 'qu'un seul mot de la langue maternelle soit dit par un élève.'

'Le vocabulaire doit s'enseigner par intuition.' Mais le verbe doit apparaître dès les premiers jours, à l'aide des mouvements du professeur et des élèves. La série est recommandée comme 'un excellent exercice.'

Le paragraphe consacré à la grammaire dans les programmes de 1902 est ici repris et développé. Les nouvelles instructions, comme les anciennes, insistent sur 'l'importance capitale de le grammaire' et recommandent de la faire pénétrer dans les jeunes intelligences 'par insinuation,' en faisant d'abord employer les formes, puis en groupant les formes analogues et en faisant déduire la règle des exemples. Afin que cet enseignement puisse se donner en langue étrangère, les professeurs d'allemand sont invités à employer les termes latins (*Substantiv*, etc.).

Les programmes de 1902 n'indiquaient pas l'ordre dans lequel les connaissances grammaticales devaient être acquises. Les instructions de 1908 comblent cette lacune; pour la Sixième, les notions à enseigner comprennent en allemand: la déclinaison du substantif, de l'adjectif et des pronoms; le nom de temps, la date, les prépositions qui gouvernent tantôt l'accusatif et tantôt le datif; enfin, la construction. En anglais: le genre, la formation du pluriel, les restes de déclinaison (*who, whose, whom*), les adjectifs et pronoms démonstratifs *this* (*one*), *that* (*one*), les pronoms relatifs, l'emploi du génitif saxon et de *of*, la conjugaison interrogative et négative, *at* et *to*, *in* et *into*. Dans les deux langues: le comparatif et le superlatif, les formes du présent et du passé. Le futur est réservé à la Cinquième, car 'il n'est pas mauvais que dans les deux langues germaniques l'élève s'habitue à employer le présent pour le futur.'

Les instructions donnent ensuite quelques indications sur l'emploi de l'image, 'qui doit être pendue au mur et non être entre les mains des élèves,' afin 'qu'ils aient tous l'œil fixé sur la tableau.' La description doit s'en faire méthodiquement en interrogeant les élèves, car 'c'est la faculté de parler que le professeur doit leur donner et entretenir chez eux.'

Pour que l'élève garde tous ces éléments, mots et notions de grammaire, et puisse les repasser, il y a deux moyens: le cahier et le livre. Les instructions donnent la préférence au cahier en théorie, à condition qu'il soit minutieusement corrigé, mais reconnaissent que, dans la pratique, il est impossible au professeur d'assumer cette tâche. On emploiera donc un livre 'dont le texte contient les matières apprises,' sans pour cela s'astreindre à suivre l'ordre même du livre. Mais 'la classe doit être faite le livre fermé'; le texte lu 'ne doit être qu'un résumé de ce qui a été fait en classe, où le tableau noir a seul joué un rôle important.' Ainsi se trouve précisé le rôle du livre, que les programmes de 1902 n'avaient fait qu'indiquer.

Les conseils sur les leçons et devoirs développent ce que disaient déjà les anciennes instructions; les leçons sont des textes de récitation, considérés surtout comme exercices de prononciation. Les devoirs—'il faut donner des devoirs en Sixième et en Cinquième'—doivent surtout porter sur la grammaire (phrases à mettre au pluriel, blancs à remplir, mots

à mettre au cas voulu, exercices de conjugaison et de déclinaison).

Classe de Cinquième.—Les mêmes conseils s'appliquent à la classe de Cinquième. Les instructions soulignent la nécessité de consacrer le premier trimestre à une répétition de la Sixième. Elles formulent un programme de grammaire, faisant suite à celui de Sixième ; la conjugaison doit être apprise 'de bout en bout, y compris en allemand le subjonctif.'—'Le conditionnel, qui exigera des phrases avec deux propositions au moins, fournira l'occasion d'exercices plus difficiles de construction.' Enfin, il faudra faire apprendre à l'élève les verbes forts les plus usités et 'le familiariser avec la plupart des prépositions.'

Deuxième Période (Classes de Quatrième et de Troisième).—Les instructions de 1908 indiquent le caractère particulier de la seconde période qui 'a pour exercice principal la lecture et comme moyen principal d'enseignement le livre.' Mais elles insistent avec force sur la nécessité de ménager la transition entre les deux périodes, d'avancer avec lenteur, de combattre l'imprécision et l'incorrection qui résultent d'un contact trop fréquent et trop prématuré avec le livre 'par de fréquentes revisions, un constant souci de la correction, une grande prudence dans l'emploi des procédés nouveaux.'

Les programmes de 1902 contenaient quelques mots sur l'enseignement du vocabulaire, de la grammaire et sur la lecture. Les instructions de 1908 ne parlent que de la lecture. Tout d'abord, elles s'élèvent contre une fausse interprétation des instructions antérieures qui recommandaient de faire connaître non seulement la langue étrangère, mais encore le pays étranger. Cela ne veut pas dire qu'il faille parler géographie et statistique. 'Ce n'est pas aux professeurs de langues qu'il appartient d'enseigner la géographie. Le pays étranger, dont doit parler le maître, ce sont ses habitants dans leur milieu, avec leur manière de penser et de sentir, toutes choses que décrivent avec talent les nouvellistes, et ce sont avant tout des nouvelles dont il faut se servir.'

La méthode d'explication est ensuite précisée. Le texte doit être commenté uniquement dans la langue étrangère ; le professeur insistera sur les mots, les formes, les tournures que les élèves doivent retenir. Pour vérifier si le texte a été compris, 'il n'y a qu'un seul moyen de faire le contrôle, c'est d'inviter un ou plusieurs élèves à reproduire le texte en français.' L'usage de la langue maternelle est ainsi admis, mais seulement comme moyen de contrôle.

Les programmes de 1902 laissaient au professeur la latitude 'de faire de temps en temps des traductions écrites (thèmes et versions).' Les nouvelles instructions ne parlent, au sujet des exercices écrits, que de devoirs de grammaire 'qui se rapprocheront de ceux qu'on a donnés dans la période précédente' et de devoirs 'qui conduiront peu à peu aux narrations,' mais dont la matière 'aura toujours fait l'objet d'une conversation en classe.'

Les observations générales avaient montré la nécessité et la méthode de l'enseignement littéraire. C'est dans cette période qu'il doit commencer 'à préoccuper le maître,' tout en gardant 'un caractère extrêmement élémentaire.'—'Il s'y réduit en somme à la pénétration, à la compréhension aussi complète que possible, d'un certain nombre de textes littéraires soigneusement gradués et groupés.'

Il s'agit de faire sentir à l'élève par lui-même les beautés d'un texte, de lui faire connaître un écrivain par le contact avec ses œuvres, et les instructions font remarquer que 'c'est toujours la même méthode 'qui supprime les intermédiaires, enseigne le mot par l'image, la grammaire par l'exemple, la littérature par des textes.'

Troisième Période (Seconde et Première).—C'est peut-être dans cette partie que les nouvelles instructions diffèrent le plus des anciennes. Pour les autres classes, elles ne faisaient que préciser et développer. Ici, elles apportent des éléments nouveaux. Les programmes de

1902 disaient : 'Les lectures prennent peu à peu [dans cette période] un caractère plus didactique.' Les instructions de 1908 disent : 'Les lectures . . . auront un caractère nettement littéraire.' Les programmes de 1902 demandaient d'initier l'élève 'à la vie, la civilisation, l'histoire et la littérature du peuple étranger,' conseillaient des lectures et des exposés sur 'les arts industriels, les grandes découvertes, la géographie, les voies de communication, les beaux arts, l'histoire littéraire.' Les nouvelles instructions ne parlent que des lectures littéraires : poésie lyrique, œuvres dramatiques, nouvelles, romans, etc., et demandent que le professeur ne se contente pas de faire connaître les grands écrivains étrangers par de courts fragments détachés, mais 's'applique à faire étudier dans son ensemble au moins une œuvre ou un texte étendu' d'un ou deux d'entre eux.

Enfin, les instructions de 1908 innovent encore en donnant la première place à la version, 'l'exercice qui pourra le mieux dans les diverses sections de Première et de Seconde donner à la connaissance de la langue et au sentiment littéraire une précision et une étendue qu'ils ne sauraient acquérir autrement.' La version sera un complément de l'éducation littéraire, si le professeur s'efforce toujours de montrer l'union de la pensée et de l'expression. De plus, 'il attachera une importance particulière non seulement à la précision de la traduction, mais à sa bonne tenue littéraire.'

Cette brève analyse pourra suffire à donner une idée de l'importance des nouvelles instructions. Elles consacrent le principe de la méthode directe, mais repoussent toute exagération et apportent plusieurs correctifs.

Certains avaient cru que les nouvelles méthodes conduisaient à donner un enseignement purement oral, qu'il suffisait de parler et de faire parler. Les résultats de ces 'parlottes' étaient déplorables. Les instructions écartent des interprétations aussi dangereuses et apportent trois précisions nécessaires : l'enseignement écrit doit toujours accompagner l'enseignement oral ; la grammaire a une importance capitale et doit être enseignée suivant un plan méthodique ; il faut donner des devoirs dès la Sixième.

D'autre part, si la méthode directe est maintenue strictement dans la première période, l'emploi de la langue maternelle est recommandé comme moyen de contrôle à partir de la Quatrième, et la version devient l'exercice principal des classes du second cycle.

Enfin, pour répondre aux reproches d'empirisme et d'utilitarisme qui étaient faits aux nouvelles méthodes, les instructions insistent particulièrement sur l'enseignement littéraire et montrent comment les études de langues vivantes doivent y aboutir.

On peut encore discuter le principe et les applications de la méthode directe. On peut trouver que certains conseils ne sont donnés ici que d'une manière trop générale. Quoi qu'il en soit, ces instructions précisent le caractère de l'enseignement des langues vivantes en France et méritent à ce titre de retenir l'attention.

G. Delobel.

Paris.

FIVE LECTURES ON THE DIRECT METHOD.

THE following is the syllabus of the lectures on 'The Elementary and Intermediate Stages of a Direct Method French Course in Schools,' which Mr. von Glehn delivered in January under the auspices of the Association, and which we have his kind permission to present to our readers:

LECTURE I.

AIM—METHOD—PHONETIC COURSE.

Introductory—Our aim—Nature's order, 'Speech first,' the surest way of cultivating *Sprachgefühl* through direct association—Nature's method—Difficulties in application—Natural order and method rather an inspiring principle than an exact model—Age for beginning, nine—Speaking implies correct pronunciation—Means of obtaining it—Imitation unsuccessful—Instruction and drill in phonetics the only satisfactory means—Method of procedure—*Sounds before symbols*—Reading and writing go hand-in-hand—Transition to nomic spelling—Advantages of the use of phonetic symbols—Other varieties of phonetic training—Objections (confusion, waste of time) refuted by experience—'External application' of phonetics—Need of keeping them up throughout the course—Recapitulation.

LECTURE II.

ELEMENTARY STAGE.

Recapitulation of principles—'Translation of experience'—Linguistic course begins in the phonetic course—Application of principles—Method—Content—Instruments of the Method: (1) Subjective language; (2) Series of actions, their construction; (3) Object and picture lessons—Substitution of a *stylistic* scheme for the purely *grammatical* scheme of language—Series and object-lessons the backbone of the instruction in this stage, the drudgery—Other instruments: songs, recitation, acting, reading aloud—A note on unison work.

LECTURE III.

USE OF MOTHER-TONGUE—INTERMEDIATE STAGE.

Intervention of mother-tongue: in (*a*) Class intercourse and instruction; (*b*) Interpretation of new words and expressions; (*c*) Recognition and reproduction of the same—How avoidable—Application of principles—Conclusions: Use the mother tongue as little as possible in everything. Banish the old-fashioned *Construe*. Banish the mother-tongue from the stage of assimilation or practice—Use and place of careful and idiomatic translation *from* the foreign language.

From the dramatic to the story-telling instinct—Combination of series and descriptions in the short story—Distinction of past indefinite from imperfect—Method of procedure—Six stages—Introduction of past definite—Advantages of this instrument—Backbone of the instruction in the intermediate

stage, providing, with the verb-drill it implies, an exact discipline —Importance of rapid reading, by the side of it, of easy texts bearing on the life, etc., of the foreign people.

LECTURE IV.

Grammar.

Substitution of concrete for abstract, induction for deduction—Stylistic the principle of selection, determining the construction of series, object-lessons, and short stories—Importance (*a*) of constant drill and repetition; (*b*) of a minimum of previous grammatical training in mother-tongue; (*c*) of laying special emphasis on points where the foreign language differs radically from the mother-tongue—Use of class-room conversation for assimilation of inflexions, idioms, constructions—A rough curriculum —First to sixth years, concrete grammar, comprising the minimum of classification and rules—Note on verb drill—Conjugation tables.

LECTURE V.

Written Work—Composition—Reading and Recitation—Unfavourable Conditions.

Necessity for written work—Its dangers—All writing theoretically dictation—Guiding principles: (*a*) Reduction to minimum; (*b*) Avoidance of mistakes; (*c*) Written work the counterpart of oral work—Means of developing the habit of observing orthography—Dictation on the Büttner method—Various forms of written work.

Composition: (A) Free, (i.) every form of reproduction, (ii.) more or less original composition, possible in some form or other from the beginning; (B) Translation, (i.) retranslation, (ii.) artistic translation of good original passages, a crowning accomplishment, to be excluded from the Elementary and Intermediate Stages.

Reading aloud without continuous translation (*Construe*), an essential part of instruction—Prepared and unprepared—Reading and being read to—Perfect reading the preliminary stage of all learning by heart—Selection of texts—Recapitulation of contents by question and answer—Importance of reading aloud in home preparation—No minute preparation of special books in Elementary and Intermediate Stages—Reading passes naturally into recitation in the case of poems or passages of prose or verse of special merit.

Obstacles to a satisfactory application of the Direct Method—How to deal with them—Late entry of badly-trained pupils the great difficulty—In large schools merely a question of time-table—Direct Method classes *must* be homogeneous—Importance of having a body of home-grown pupils to leaven the whole school—Essential part of method to be maintained at all costs—viz., the training of the habit of direct association by the exclusion of the mother-tongue from the assimilation stage.

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.

1. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

2. *What conditions, if any, hinder us from giving to the cultivation of literary taste the place it merits in foreign modern language instruction?*

3. *What principles should determine the suitability of the literary works to be read?*

4. *Graded courses of reading.*

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth,
Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are asked to do their best to make this discussion a success. The best they can do is to contribute—the sooner the better. Contributions need not be long; nor need they cover the whole ground.

I.

MISS L. M. GROVE.

(*Redland High School.*)

THE best means of giving our pupils an enduring taste for good foreign literature, such as will enable them in later years to read the great masterpieces with growing interest, is primarily and above all to inspire them with an intense love and knowledge of the foreign language.

This love will stimulate the pupil to learn all that is possible of the history, customs, people, and hence literature, of the language studied.

In order to attain this end, we must, in the upper forms, be very careful in the choice of our books.

To take a recent example: If more often books were set such as La Fontaine's *Fables*, in conjunction with Taine's admirable and suggestive study, we should find the interest of the class more keenly aroused than had we limited the choice to the seventeenth-century author only. It seems to me that undue stress is laid in England on the literature of France in the seventeenth century. Far be it from me to undervalue the great works of Racine and of Molière, or the spirit of that great literary age; it is because of its sublime greatness that I think our pupils should not be introduced to it, as is so often the case, exclusively and injudiciously.

To appreciate the subject-matter of such a book as *Le Misanthrope*, a knowledge of life, such as that unknown to schoolchildren, is very necessary. To estimate fully its literary merit, a feeling for the subtlety and rhythm of the foreign language is needed.

That feeling will not be attained unless our pupils read first good nineteenth-century prose, because modern prose is nearer to them than the seventeenth-century Alexandrine verse, and being nearer, it is easier for them to understand (by 'understand' I do not mean a mere comprehension of the words), and therefore to appreciate and to love. Later, their

minds trained and matured, they will turn with true appreciation to the study of the great classical age of France, and they will retain for it an ever-abiding enthusiasm, instead of the prevalent distaste felt by so many of those who were made to read, too early, works beyond their reach.

I have read *Les Femmes Savantes* and *Cinna* with our sixth form. The interest aroused by the former was only moderate, though enhanced by acting some of the scenes; the study of *Cinna* aroused no enthusiasm whatsoever. The plays, it goes without saying, are always read directly in French, and in French editions, of which the notes are of high literary value.

With the same form I studied a little later A. Daudet's *Lettres de mon Moulin*. The appreciation and the enthusiasm have been very keen; some of the pupils have even expressed in an essay that universal thanks are due to a man who could write such literary gems as 'La Mule du Pape' and 'Les Vieux.' It has been possible throughout to give the pupils an idea of fine shades of thought and of style, such as would have been difficult with a seventeenth-century author.

The interest and the keenness did not stop there; several pupils at once took out further works of Daudet from our French library, and are thus of their own accord widening their knowledge of his writings. It is needless to say that a good French library in the school is a great incentive to a wider study of French literature. It is noteworthy, too, that with us works by V. Hugo, A. France, P. Loti, R. Bazin, and G. Sand, are in constant demand, and a modern play such as *Cyrano de Bergerac* has aroused exceptional interest.

The connexion with our school French library does not end with the school career; old pupils can still be members, and they are thus enabled to keep up an enduring interest in French literature.

Although it is only possible, within the limits of a school year, to study thoroughly the authors whose books are being read, a general, if even superficial, survey of the history of French literature should be attempted. Unless this is done, authors and their works are apt to remain isolated in the pupil's mind, instead of being brought into relation with one another and with the evolution of literature.

In answer to Question 2, it seems to me that the main conditions hindering the development of literary taste lie, firstly, in the injudicious selection of books set by certain examining bodies, such as the Oxford Higher Local; and, secondly, in the choice of their questions, which show that they want those prepared books studied from the translation rather than from the literary point of view. The 'explanation of authors,' such as is the custom in France, could well be imitated in England, for the preparation in the former case is essentially a valuable training in literary development.

II.

W. Osborne Brigstocke.

(*Berkhamsted.*)

1. What are the best methods of giving a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?—a question, as it seems to me, containing two superfluous superlatives. Why *best* methods? Surely any methods are good enough, if they give the result desired. And are we concerned with giving a taste for reading the *best* literature? That, I am sure, comes by the grace of God. The most ambitious of us might be satisfied with the omission of the superlative. And it is, perhaps, the most ambitious who realize most keenly their own shortcomings in this matter. Being quite abnormally ambitious myself, I feel unable to contribute to the discussion anything likely to be of use to colleagues. I write only to express the hope that some will contribute who can give us of their personal experience. Hard-and-fast rules cannot be laid down, nor can one suggest what methods will suit all types of teaching. Our experience

is usually limited to individual tuition, and (at the most) to a few types of school. Those who have experience of a large number of schools are too often liable to have a poor opinion of headmasters' powers of discrimination. It cannot be too often repeated that in discussions of this kind it should be clearly stated to what class of teaching reference is made, so that each one may reduce the experience and ideas of others to his own peculiar needs.

The few notes that follow apply to boys in classes of about twenty.

Is not the first essential an infinite care in learning the gentle art of persuasive suggestion? Lord Chesterfield insists on this: 'L'art de persuader à l'esprit et de toucher le cœur mérite bien qu'on y fasse attention de bonne heure.' Human beings—especially, perhaps, the young—require subtle handling—the blend implied in the paradoxical epithet 'a strong gentleman'—so subtle that without much thought, learning, and experience, it is impossible for the average teacher to impart a love of literature to anyone. This granted, we must have deep, genuine love of literature in the teacher. Hundreds of teachers whose nominal duty it is to teach literature have no respect for it worthy the name of love. These, of course, are helpless. 'Ce qui nous empêche d'ordinaire de faire voir le fond de notre cœur à nos amis, n'est pas tant la défiance que nous avons d'eux que celle que nous avons de nous-mêmes.' I am sure half the people who pretend to think literature so impossible to teach are inwardly convinced that many pupils are ready to receive what they are unable to impart. If they are not, they ought to be. We cannot expect the average Modern Language master to be deeply versed in English, French, and German literature, not to mention others, modern and ancient. But we must expect enthusiasm—as little misguided as possible. No one should mind if it were said of him as Michelet said of Niebuhr: 'Il est devenu romain: il a su l'antiquité comme l'antiquité ne s'est pas toujours sue elle-même.' If we are to make literature live, we must sometimes know more than we should. If you want to make a doll speak, you must arrange its inside. And the enthusiasm must be discriminating. Love and hate—but do it thoroughly. No tepid indifference. We often love what other people hate.

2. What conditions (if any) hinder our giving to the cultivation of literary taste the place it merits in modern foreign language instruction?

In private instruction nothing hinders this except our own shortcomings and the limitations of our pupil. In class teaching the chief hindrance is that nearly all our time is spent—and rightly spent—in imparting the ability to understand the foreign language. If by the cultivation of literary taste is meant teaching to read Racine, Pascal, and Goethe, I maintain that, with the usual exceptions, such taste does not and cannot exist at school. It is ridiculous to attempt this with a class. Just because a small percentage may be able to make good butter for themselves, we set the hundred down to milk the language cow, knowing well that the vast majority will never get the milk. The class that is taught to pretend to like Racine and Pascal is being trained to wear hypocrisy. Taste of this kind is exceedingly rare in the world; it is phenomenal at school. But if a teacher will honestly face the fact that his first duty—the duty to which all else must be sacrificed—is to teach the language, he may, by judicious choice of texts and a tactful use of his opportunities out of school, show those few who are ready and willing to travel the steep ascent that leads up to the realms of gold. Thierry is severe on our usual shortsightedness: 'Malheureusement les esprits médiocres ont le goût de l'uniformité; l'uniformité est si commode! Si elle fausse tout, du moins elle tranche tout et avec elle aucun chemin n'est rude.'

3. What principles are to determine the suitability of the literary works to be read?

In spite of the grinding and repeating necessary to overcome the difficulties of a foreign tongue, we must interest; our education must consist in organizing the interests of the class. And each one must decide what work is most likely to provide wholesome interest. We have to steer half-way between the shades of dulness and the vapours of frivolity. It is quite easy to interest young people with the most frivolous literature; it is sometimes as good practice as making love in foreign tongues. But time is short, and I think, in common fairness, it should be remembered that 'a boy loves and hates, and longs still to possess'; and what he reads should in some measure help him to comprehend the narrow limits and great possibilities of our existence. A passage from a venerable comedy may here supply a metaphor. First comes our duty to teach our pupils to climb the dreary steps of the Tower of Babel. The rest is plain.

Dionysus. Tell
What road will take us quickest. . . .
Heracles. Climb up the big tower. . . .
D. Good; and then?
H. Then watch
And see them start the torch-race down below;
Lean over till you hear the men say 'go,'
And then go.
D. Where?
H. Why, over.

MODERN LANGUAGE ASSOCIATION.

THE ordinary monthly meeting of the Executive Committee was held at the College of Preceptors on Saturday, February 27.

Present: Messrs. Somerville (chair), Allpress, Brereton, Hutton, von Glehn, Kirkman, Miss Matthews, Messrs. Milner-Barry, Payen-Payne, Rippmann, Miss Purdie, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Apologies for absence were received from Miss Batchelor and Mr. Atkinson.

The minutes of the last meeting were read and confirmed. As business arising out of the minutes, Mr. Brereton drew attention to the desirability of the inclusion of country members on sub-committees, and it was agreed that consideration should be given to this point, when occasion arose.

The Finance Committee presented a detailed estimate for the year, which showed that there was no margin for any expenditure on the activities of the Association. After some discussion it was resolved that £5 should be voted for the Travelling Exhibition, £5 for the Loan Library, and £3 for the collection of lantern slides. The report was then adopted.

A motion by the Hon. Treasurer referred to the Committee by the General Meeting, that members who have paid seven annual subscriptions may compound for all further payments by paying £4 4s., was discussed and lost by six votes to four.

It was resolved that the Report of the Training Committee should be printed in MODERN LANGUAGE TEACHING.

A draft of a new leaflet on the works and aims of the Association, was presented by the Membership and Propaganda Sub-Committee, and after revision was sanctioned.

On the report of the same Sub-Committee it was resolved:

That a Loan Library be established.

That members be asked to contribute volumes and donations of money to the Library.

That a Library Sub-Committee be appointed of three members, with power to make purchases and manage the Library.

That the following rules be adopted:

1. Books purchased to be such as are asked for by members and approved by the Library Sub-Committee.

2. Easily accessible and moderate-priced English books not to be purchased.

3. Books to be kept a fortnight, and to be renewable on application for another fortnight.

4. Carriage both ways to be paid by the borrowers.

That a loan collection of lantern slides be formed.

That members be asked to contribute negatives or slides.

That a charge of three shillings be made for the use of the slides, and that borrowers pay postage back.

That no member whose subscription is twelve months in arrears shall make use of the Library or the slides.

The Sub-Committees to deal with these matters were constituted as follows—Library: Mr. Hutton, Miss Purdie, and Mr. Twentyman; Lantern slides: Messrs. Kirkman, Saville, and Savory.

The next two meetings of the General Committee were fixed for May 15 and September 25.

The following new members were elected:

Mlle. Mathilde Barbier, Froebel Educational Institute, Kensington, S.W.

Miss M. T. Bell, Sydenham Secondary School, S.E.

F. W. M. Draper, B.A., L.-ès-L., City of London School, E.C.

A. E. Orange, Royal Grammar School, Worcester.

P. L. Rawes, B.A., Berkhamsted School.

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As our readers will see from the account of the meeting of the Executive Committee, the institution of a Loan Library has been sanctioned, and a sub-committee appointed to manage it. It may be well to explain how it is proposed to start book-collecting. As, in our present financial condition, only a very small sum can be devoted to the library, it would be quite impossible to begin by buying a large stock of books. Besides, the sub-committee would find it difficult to judge what works are most needed. It is therefore proposed that any member of the Association who desires to borrow a volume should send the name to the sub-committee, who will, if possible, purchase it. The only limitations are—(1) The book must be one useful to Modern Language teachers and students in their work; (2) it must not be unreasonably expensive; (3) it must not, on the other hand, be so cheap that teachers may fairly be expected to buy it.

As many requests for suitable books will be complied with as the funds at the disposal of the sub-committee will allow; but members will understand that, if there is a large demand, it will not be possible to satisfy all the applicants.

It is hoped that members of the Association will make gifts to the Library either in money or in kind, and, as stated in the last number, such gifts will gladly be received by Mr. A. E. Twentyman, Board of Education Library, Whitehall, to whom, until a Librarian is appointed, requests for books should also be addressed.

A list of books contained in the Library will be published from time to time in MODERN LANGUAGE TEACHING.

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All members should have received with the Annual Report and Members' List a copy of a second and more detailed circular on the International Congress on the Teaching of Modern Languages, which is to be held at Paris from April 14 to 17. In addition to the English contributors whose names are there given, Miss Shearson, Mr. Brereton, and Mr. Kirkman, are sending papers.

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A fresh edition, revised and very much enlarged, of the leaflet on the work and aims of the Association, has been prepared. Local secretaries and other members who wish to have copies for canvassing purposes are requested to write to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W.

JOINT COMMITTEE ON GRAMMATICAL TERMINOLOGY.

ON the invitation of the Classical Association, a Joint Committee representing the Classical Association, the Modern Language Association, the English Association, the Incorporated Association of Head Masters, the Association of Head Mistresses, the Incorporated Association of Assistant Masters, and the Incorporated Association of Assistant Mistresses, has been formed with a view to drawing up and submitting to the Associations concerned a scheme for a simplified and consistent grammatical terminology, tending in the direction of uniformity in all the languages taught in schools. The first meeting of the Committee was held at the house of Mr. S. H. Butcher, M.P. (6, Tavistock Square, W.C.), on February 27, when two additional members were co-opted. The Committee, as now constituted, consists of the following persons:

Professor E. A. Sonnenschein, of Birmingham (Chairman).
Dr. Henry Bradley, of Oxford.
Mr. Cloudesley Brereton, of London.
Miss Haig Brown, of Oxford.
Mr. G. H. Clarke, of Acton.
Rev. W. C. Compton, of Dover.
Miss J. Dingwall, of Clapham.
Professor H. G. Fiedler, of Oxford.
Rev. Dr. J. Gow, of Westminster.
Miss E. M. Hastings, of London.
Mr. P. Shaw Jeffrey, of Colchester.
Mr. E. L. Milner-Barry, of Berkhamsted.
Mr. W. E. P. Pantin, of St. Paul's School.
Miss A. S. Paul, of Clapham.
Dr. Eleanor Purdie, of Cheltenham.
Miss F. M. Purdie, of Sydenham.
Professor Rippmann, of London.
Dr. Rouse, of Cambridge.
Mr. W. G. Rushbrooke, of St. Olave's.
Dr. F. Spencer, of London.
Mr. F. E. Thompson, of London.
Professor R. S. Conway, of Manchester (Secretary).

CORRESPONDENCE.

'THESE SORT OF QUESTIONS.'

As a contribution to the discussion upon this rather ugly attraction of the demonstrative, I would point out that it has the sanction of long usage, and refer to Shakespeare (*Lear*, II. ii. 107): 'These kind of knaves I know.' Other instances are: *Twelfth Night*, I. v. 95; I. ii. 10.

H. J. CHAYTOR.

PLYMOUTH COLLEGE,
March 10, 1909.

DISCUSSION COLUMN.

The author responsible for introducing the new subject for discussion is to be congratulated on doing so in a form which stimulates to thought. With the very opening words we are plunged into a literary atmosphere, while in the later sentences of the first paragraph the picture drawn of the 'devoted few' 'on the foot' 'keeping the ball rolling' is moving and sublime.

As far as the matter of the article is concerned, I was not a little surprised to read that the 'Reform in England' 'has yet to *win* for the literature its rightful place, and *put an end to the long period of its neglect.*'

I am not a statistical expert, and cannot on the spur of the moment marshal battalions of figures in support of my view, but I was hitherto certainly under the impression that, whatever may be the merits or demerits of the 'Reform in

England,' the literatures of France and Germany have, owing to its operation, received less attention in our schools in recent years.

H. G. ATKINS.

[A fairly long experience of voluntary work in connexion with various public bodies has taught me that such work is always done by the 'devoted few,' that they are almost invariably overworked, and that they are generally quite aware of the limitations to their efficiency. In these bodies there are also invariably a certain number of persons who assume the rôle of critics. Their comments are often of great value, and, if tempered with good-humour, are sure to be gratefully received. Sometimes, on the other hand, they are useless, or merely irrelevant; sometimes ill-mannered, or even impertinent. Under which head the comments in the first part of Mr. H. G. Atkins' letter fall I leave the discerning reader to decide for himself.

For the comment in the latter part of his letter I am grateful. I am prepared to admit that the 'old method' did not altogether neglect French and German literature. What I assert is that, generally speaking, it would have been better for the literatures in question had it done so. —F. B. KIRKMAN.]

REVIEWS.

A Shakespeare Word-Book. By JOHN FOSTER, M.A. (Edinburgh). George Routledge and Sons, Ltd. Pp. xi+735. Price 7s. 6d.

This 'Glossary of Archaic Forms and Varied Usages of Words employed by Shakespeare' seems to us to fulfil a very real need. It should make it possible to use unannotated editions of Shakespeare in the schoolroom, 'free from the distraction of notes and the restraints of criticism.' Here the young reader may find all the help he requires in his early study of Shakespeare, while his seniors will be grateful for so scholarly and unpedantic an attempt to present them with the result of recent research. Schmidt's *Lexicon* is beyond the reach of most purses; it is also out of date. Mr. Foster in his *Word-Book* explains accurately and concisely the meanings of difficult or obsolete expressions: he has done yeoman service 'to furnish the student with a readily accessible aid for helping him to fix upon the precise meaning of the dramatist's diverse and often puzzling use of them.' His information may not, as he says, be exhaustive: it is certainly suggestive, well arranged, concisely expressed, and extremely useful in the form in which he presents it. We imagine that the *Word-Book* will be gratefully used by many more advanced students than those for whom it is primarily intended.

Select English Classics. Edited by A. T. QUILLER-COUCH. Clarendon Press. Pp. 48 or 32 (including brief introductions). Cloth, 4d.; paper covers, 3d.

The Clarendon Press is to be congratulated on this attempt to supersede the over-annotated editions of the classics, which have, in the past, done so much to make boys and girls dislike the so-called English literature lesson. In these attractive little booklets there is nothing to come between the author and the reader; the selections are admirable, and many of them—*e.g.*, those from Horace Walpole's *Letters*, Napier's *Peninsular War*, and Walt Whitman's *Poems*—refreshingly unhackneyed. We hope these texts will be used in many schools, and that they will have the success they so thoroughly deserve.

Oxford Plain Texts. Clarendon Press. Pp. 32. Cloth, 4d.; paper covers, 3d.

These texts are similar to the above, except that no introduction precedes the poems. In other respects the edition is equally admirable.

Deutsches Reformlesebuch. By D. Ll. Savory, M.A. With Illustrations. Oxford University Press. Pp. 192. Price 2s.

German Historical Reader. By J. E. Mallin, M.A. With Illustrations. George Bell and Sons. Pp. viii + 92 + 71 (Vocabulary). Price 2s.

Germany in Story and Song. By Reginald Wake, L.C.P., and Eugen Brechtel. Illustrated. Blackie and Son. Pp. 226. Price 2s.

Of the three books before us, that of Mr. Savory comes with greatest authority. It consists of very short extracts on German History, with Reform exercises which are full and useful, and a vocabulary. About the last two things are remarkable; firstly, Mr. Savory has abandoned the German-English vocabulary, and we congratulate him; secondly, he has given the phonetic transcript of every word in the vocabulary. Mr. Savory has not been able to avoid the inherent difficulty of all German vocabularies: the explanations will sometimes be found more difficult than the word, or will not necessarily mean the same to every pupil. That, however, is a point for discussion. We should like to underline the 'short extracts,' and ask whether long passages from a few authors are not better. In this case, however, Mr. Savory is presumably the author, as the text appears to have been specially written.

Mr. Mallin's book is a translation book, with English notes and a German-English vocabulary. It consists of short extracts taken or adapted from Hummel's *Väterlandische Geschichte*, etc. Although the author hopes that use may be made of the illustrations for oral work, the book might have been written ten years ago, and will doubtless suit those who do not understand the use of the Reform Method.

Messrs. Wake and Brechtel's book has a German-English vocabulary, and consists of short adapted extracts and some poems. There are English notes, as the book is intended for both those who use and those who exclude translation. The authors believe 'that nothing does more than translation to render impossible the creation of a German atmosphere in the classroom.' There are, perhaps, more courageous ways of showing one's beliefs than by writing such books as this. In Parts I. and II. there are a few questions in German and a very few German grammatical exercises. They consist of such questions as these:

Vervollständigt die Sätze:

1. Dieses Denkmal ist . . . Andenken . . . die siegreiche Erhebung des deutschen Volkes . . . worden;

and

Dekliniert im Singular: das tapfere Heldenherz!

There are not enough either of questions or grammatical exercises. Textbooks should assist the teacher to the utmost.

A Three-Term Course in German. By J. Greig Cochrane, M.A. Blackie and Son. Pp. viii + 232. Price 2s. net.

The author says this book is a modification of the Reform Method. We are beginning to wonder whether it is not time we defined the Reform Method. To your reviewer at least the statement, 'modification of the Reform Method,' or, 'This book combines all that is best in the new (*sic*) and the old methods,' is just about as convincing as, 'This man practises a modification of teetotalism.' The author also says that 'practically no attempt has been made to graduate the lessons.' So the first lesson contains nouns and verbs and demonstratives and plurals and parts of declensions and of conjugations, and prepositions. There are a German-English vocabulary, tables of strong verbs, and examples of direct speech put into indirect speech. There are also numbers of questions on the text in German, many of which conform to the principles of the Reform Method. Teachers will find several ingenious suggestions for blackboard work.

Pages Choisies de Auguste Angellier, Prose et Vers. Edited by Émile Legouis. Oxford: Clarendon Press, 1908. Pp. lvi + 184. Seule édition autorisée. Price 3s. 6d. net.

We are very grateful to M. Léon Delbos for securing for the Oxford Higher French

Series a selection from the works of the great French critic and poet—'Lui-même un des plus personnels parmi les écrivains français vivants, et peut-être le plus grand, sûrement le plus viril et le plus cordial, des poètes qui se soient révélés chez nous depuis une douzaine d'années' (Preface)—altogether an arresting personality, to judge by the portrait which serves as frontispiece.

The prose sections include the *Étude sur Henri Regnault*, and the well-known *Vie de Robert Burns* and *Œuvres de Robert Burns;* but the bulk of the book is devoted to Angellier's poems, the volumes entitled *A l'Amie Perdue* (1896), *Le Chemin des Saisons* (1903), and *Dans la Lumière Antique* (1905-06).

Besides notes and a bibliography, M. Legouis has contributed an introduction so illuminating, of a perfection of workmanship so rare, that it may surely be itself entitled to rank as literature.

This is the only authorized edition of Angellier's works in England. Its publication ought to mark an epoch in the public appreciation of his genius.

Dépit Amoureux: Molière. With Preface and Glossary by FREDERIC SPENCER. Dent, London, 1908. Pp. 128. Price 1s. 6d.

A welcome addition to the ranks of the Temple Molière. To the notes is added Moland's summary of Secchi's *Interesse*, of which the comedy is 'a close imitation.'

When one has noted the fact that the editor is Dr. Spencer, further commendation is superfluous.

Graduated French Exercises. By F. E. ROBSON. With a Preface by Hon. E. LYTTELTON, M.A., Headmaster of Eton. Published by Rivington. Price. 3s. 6d.

The date of this book is astonishing. Its début twenty years ago might have secured for it that appreciation which reformers in methods of language teaching would have given to a teacher feeling his way unaided towards *la méthode directe*. At the present day the book is an anachronism. A questionnaire in French on an exercise provided in English (see Ex. 47*a*, etc.) is at least a novelty. Heroic of soul must the boy indeed be who would wade to French through such dulness as:

'(*a*) 68 Englishmen; 89 madmen; 13 horses; 3 fires; 97 grapes,' etc. (p. 168).

'(*b*) I show, shall show, should show, was showing, showed myself,' etc. (p. 190).

That the book is devoid of ambition, and is not expected to produce a facile or intelligent use of French, is shown by the following:

'A fox, almost dying of hunger, sees (*aperçoit*) a *magnificent bunch of grapes.*' Footnote—Say, 'a bunch of grapes magnificent. The adjective agrees with bunch, not grapes.'

The Headmaster of Eton, in a refreshingly naïve preface, commends the book in the following terms: 'For four years the exercises have been used and criticized by colleagues *who combine keen interest in the subject with real knowledge of it.*' (The italics are ours.)

Les Farceurs. By P. ETHY, B.A., and L. BARREAU, B.-ès-L. Five Simple Schoolroom Scenes for Boys. Published by A. Coleridge, Mead's Library, Eastbourne, at 4d. each.

Three of these scenes (I., II., and IV.) have reached us, and we understand the remaining scenes will be ready shortly. They are written in easy and idiomatic French, and represent in a dramatic form the 'objective and subjective' materials in the Gouin Series, 'A Day at School.' It is suggested that they would suit boys from ten to fourteen, and as an interlude in the more serious work of learning French, they should be welcome. The first scene shows some boys getting up and setting a booby-trap for the laziest; in the second we meet them again at the breakfast-table, where the victim of Scene I. revenges himself by means of practical jokes; and in Scene IV. we are spectators of a miniature prize-fight.

FROM HERE AND THERE.

WE offer our most hearty good wishes to Professor Viëtor on the occasion of his twenty-five years' jubilee as Professor at the University of Marburg. On May 1, when it will be celebrated, the kind thoughts of all his friends, far and near, will be with the man whom they honour as their leader in the struggle for better methods, and whose trumpet-call, *Quousque tandem?* they can never forget. Long life and happiness to Professor Viëtor!

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We have received a copy of the *Magdeburger Zeitung*, containing an article by Dr. Breul, in which he again puts forward his plea for *ein 'Deutsches Haus' in London*, submitted to the Leipzig *Neuphilologentag* in 1900. Dr. Breul is an ardent advocate of a better understanding between England and Germany, and he makes out a strong case for an Institute in which Germans desirous of studying English life and thought would find guidance and skilled help. The idea has been taken up by Professor Schweitzer at Paris, and Dr. Breul also suggests a similar Institute for foreigners at Berlin. As Modern Language teachers, we cordially welcome any such developments, believing, as we do, that mutual understanding leads to mutual appreciation. It is one of the astounding contrasts of the present day that the Germans should be studying English with greater interest and keenness than ever before, while we in England are neglecting German so foolishly.

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We take this opportunity of referring to another publication of Dr. Breul's—his recently published lectures on *Students' Life and Work in the University of Cambridge* (Bowes and Bowes, Cambridge; 1s. net)—which admirably serves its purpose of giving the intelligent foreigner an insight into the ways and habits of the Cambridge man. Not the least valuable part of the booklet is the bibliography.

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CAMBRIDGE UNIVERSITY.—Mr. Walter Wilson Greg, M.A., Trinity College, has been approved by the General Board of Studies for the Degree of Doctor in Letters.

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CAMBRIDGE UNIVERSITY, GONVILLE AND CAIUS COLLEGE.—Mr. E. C. Quiggin, M.A., has been appointed to the newly-established Monro Lectureship in Celtic.

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CAMBRIDGE UNIVERSITY.—At the combined examination at seven colleges to be held on Tuesday, December 7, and following days, scholarships and exhibitions in Modern Languages are offered by Gonville and Caius, King's, Christ's, John's, and Emmanuel Colleges; only Pembroke and Jesus still hold aloof.

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MODERN LANGUAGE SOCIETIES AT CAMBRIDGE.—At the beginning of the Lent Term, 1908, the UNIVERSITY GERMAN SOCIETY was started, and it was decided to hold five meetings during the year. Members of the University interested in Modern Languages, as well as students at Girton and Newnham, were enrolled as members. The first meeting was held on February 14, 1908, when the President, Dr. Breul, lectured in German on 'Die Brüder Grimm.' A lecture or a discussion on some literary subject is followed by social intercourse. German is spoken; German books and objects of interest are exhibited; German songs (solos and choruses) are sung. The meetings are now held at the University Arms Hotel, the average attendance being about seventy. All are delightfully keen. The marked success of this venture, which had been suggested by Dr. Breul long ago, has led to the formation of a UNIVERSITY FRENCH SOCIETY, of which the first meeting was held on December 3, 1908, when Monsieur

Audra (Gonville and Caius College) read a paper in French on 'Modern French Music.' Dr. Braunholtz is the President, and there are about eighty members. There is every reason to hope that these societies will continue to flourish. There are nearly one hundred Honours students of Modern Languages at Cambridge, and it is good for them to meet elsewhere than in the serious atmosphere of the lecture-room.

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MANCHESTER UNIVERSITY.—Mr. Edgar Prestage, corresponding member of the Lisbon Royal Academy of Sciences, etc., has been appointed Reader in Portuguese.

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OXFORD UNIVERSITY.—From the report of the Curators of the Taylor Institution we see with pleasure that there has again been a steady increase in the number of students attending the lectures and classes at the Institution. The number of separate entries for the year was 905, of which 627 were for men and 278 for women. The fees received amounted to £741. The corresponding figures last year were: entries 822 and fees £669 15s. 6d.

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From the same source we learn that three resident members of the University have undertaken to contribute over £400 for the establishment of a German Seminar Library, which will be reserved exclusively for students who pay the usual compounding fee for the lectures and classes provided for the Final Honour School of German. The number of volumes already in the Library amounts to 976. The same three resident members have also promised to give £150 a year for five years 'for the purpose of assisting to provide additional lectures and instruction in the German Language and Literature.'

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M. HENRI BERTHON, Taylorian Lecturer in French, Oxford, has received the order of *Officier d'Académie*, in recognition of his services to French literature and scholarship in England.

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OXFORD UNIVERSITY, WORCESTER COLLEGE.—This college offers a Scholarship in Modern Languages for competition on June 25.

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OXFORD UNIVERSITY, EXETER COLLEGE.—This college offers two Exhibitions, £40 a year each, for English, or French, or German Language and Literature. No limit of age. Examination, May 11. Apply to the Rector by April 24.

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ST. ANDREWS UNIVERSITY.—The Senatus has agreed to confer the honorary degree of LL.D. on Professor Boas, Inspector to the London County Council.

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Mr. NORMAN L. FRAZER, B.A. Cantab., M.A. Lond., Master of Modern VI. in Whitgift Grammar School, Croydon, has been appointed Headmaster of Batley Grammar School.

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At the annual general meeting of the Institute of Chemistry, held on March 1, the retiring president, Professor P. F. Frankland, dealt with the examinations for professional chemists, the number of candidates for which is rapidly increasing. Among important changes in the educational policy of the Institute, he mentioned that Latin, hitherto compulsory, had been transferred to the list of optional subjects in the preliminary examination; and that a working knowledge of French and German would shortly be required of all candidates for the final examination.

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The set book for candidates in Honours at the London Intermediate Arts in 1909 is Victor Hugo's *Le Rhin*. Below will be found an extract from Letter IX. on Aix-la-Chapelle that we dare assert no candidate will be able to translate. In fact, there are two words in it that are not given in that form either in Littré or Larousse.

'L'épure me plaît. L'édifice sera beau, je crois. Je vois avec plaisir que votre

architecte préfère à la trompe-sous-le-coin la trompe de Montpellier. Je ne hais pas cette voûte en pendentif, à plan berlong et à coupes rondes ; mais j'aurais préféré pourtant une voûte d'arête biaise et également berlongue. J'approuve qu'il ait fait là une porte en tour ronde, mais je ne sais s'il a bien ménagé l'épaisseur du parpaing. Comment se nomme votre architecte, manants ? Dites-lui de ma part que pour faire bien la tête d'une porte en tour creuse, il est nécessaire qu'il y ait quatre panneaux, deux de lit et un de doyle par dessus ; le quatrième se met sur l'extrados. C'est égal ! Voilà une descente de cave à trompe en canonnière qui est d'un fort bon style et parfaitement ajustée.'

The Société Académique had one of its largest gatherings on Thursday, February 25, at the Central Foundation School, when over 200 members were present. The programme arranged was so enthusiastically received that it may be of interest to those not belonging to the Society to see it.

DISTRIBUTION DE PRIX.

Tableaux Vivants.	*Récitations.*
Roland à Roncevaux.	Le Cor, Alf. de Vigny.
Les Bourgeois de Calais.	Tirée de l'histoire.
Jeanne d'Arc (quatre tableaux).	,, ,,
Les Huguenots.	,, ,,
Marie Antoinette (deux tableaux).	,, ,,
Le Mendiant (quatre tableaux).	Poème de A. Chénier.
Les Pauvres Gens (quatre tableaux).	Poème de Victor Hugo.

'Marseillaise.'
'God Save the King.'

Professor Salmon was good enough, not only to give a prize, but to distribute the prizes, and to say a few words to the members of the Society, coming from Reading to do so. Among our other very welcome guests were Mr. and Mrs. Cloudesley Brereton, Miss Purdie, and Miss Shearson.

OFFERS OF EXCHANGE.—Miss F. M. S. Batchelor (Grassendale, Southbourne-on-Sea, Hants), who is directing this department of the Association's activities, and to whom all inquiries should be sent, has received the following offers of exchange :

France.—(1) A boy of twelve in the North of France. (2) The daughter of the headmaster of a primary school in Central France.

Germany.—(1) A Lieutenant in the army wishes to come to London or neighbourhood in exchange for a lady who would stay with his wife in Berlin during his absence. (2) A Professor in a German University wishes to exchange his daughter of twenty-two for a girl of seventeen to twenty-two for six months. Four other girls, varying in age from seventeen to twenty, for periods of from three to twelve months.

A list of families in Germany who are willing to take English men and women who wish to study German has, by the kindness of a member resident in Germany, been placed in the hands of the Executive Committee. These families are all well recommended and they will take boarders on the following conditions : (1) No family will receive more than one non-German boarder at a time. (2) German shall be the only language spoken. (3) Each family undertakes to give up time to the student with a view to assisting him or her in the study of the language and in obtaining as broad a view as possible of German life. (4) Each student shall have a separate bedroom, suitable for use as a study. These terms, which have been accepted by all the families in question, constitute a guarantee that the conditions in which the student will be placed will be the best possible for learning German, while the suitability of the families has been carefully considered by the gentleman to whose diligence and public spirit we owe the inception of the list. Communications on this subject should at present be addressed to the Hon. Secretary.

INTERNATIONAL SCHOLARS' CORRESPONDENCE.—A teacher sends us the following experiences and observations :

'Our International Correspondence started in November, 1907. Forty boys

entered, from Forms VI.A, VI.B, and V. The majority of those first forty have left. Many of them, however, still correspond with their French friends.

'I have found the French boy somewhat fitful. He starts with enthusiasm; then suggests picture postcards or papers; and finally, not infrequently, drops away. This is possibly the experience of French teachers with regard to our English boys and girls. On the other hand, I have been aware of some very interesting and helpful intercourse due to this exchange of letters. Literature and social customs have been mutually discussed. One of my boys has already "been over" twice to see his correspondent. Another is making plans for a journey to Bordeaux. This particular youth is preparing for naval engineering. His friend's father is *directeur* of a shipping company at Bordeaux. Hence these vistas which a possible *prix de faveur* may facilitate. Others, too, are looking forward to a meeting ere long either here or in France.

'It is curious to note how chance seems to help this interchange of thought. One other boy discovered that his *ami* was, like himself, a zealous advocate of temperance.

'I came across a funny story only the other day. Our town is the home of the liquorice industry. It is here that it assumes all sorts of shapes and modifications. There are, for instance, pipes and ribbons and whistles; further, for medicinal purposes, menthol and liquorice pastilles, chlorodyne pellets, etc. Recently a young fellow sent a few local cakes to his French friend as specimen of a peculiar English sweetmeat. To his astonishment, he received an effusive letter of thanks. His mother had been relieved of a bad attack of toothache!

'As teacher, I exercise no supervision of the letters. All information is given as to a friend. I have occasionally circulated a list, inviting boys to express appreciation or the contrary; this as a means towards realizing how matters were progressing.

'In conclusion, I would add that I greatly value this pleasant medium towards stimulating and helping forward the study of Modern Languages in our schools, and also that greater work of widening the outlook and sympathy of the English schoolboy.'

GOOD ARTICLES.

JOURNAL OF EDUCATION, February, 1909: Free-placers (P. Shaw-Jeffrey); The Over-organized Schoolgirl. March, 1909: The Case of Celia; A Private-venturer; Sir Isaac Pitman (C. S. Bremner).

SCHOOL WORLD, February, 1909: The Reform Method of Teaching Languages (H. O'Grady); The Co-ordination of Evening Study; The Army Qualifying Examination (de V. Payen-Payne); The Aftermath of Medical Inspection. March, 1909: The Teaching of the English Textbook (J. H. Fowler); Home Reading and the Continuation of School Studies (N. L. Frazer); The Teaching of Languages (E. A. Sonnenschein).

EDUCATIONAL TIMES, February, 1909: American National Education Association—Declaration of Principles. March, 1909: On the Government of Children, with Special Reference to the Place of Rewards and Punishments (J. J. Findlay); Latin in the Schools (H. A. Strong).

THE A.M.A., February, 1909: The Don and the Schoolmaster (H. J. Tiffen). March, 1909: The Tangled Web.

TEACHERS' GUILD QUARTERLY, March, 1909: Classical Culture for Non-classical Pupils (H. B. GARROD).

LES LANGUES MODERNES, February, 1909: De la méthode directe (E. Courio); L'enseignement du latin et les procédés de la méthode directe (J. Estève).

DIE NEUEREN SPRACHEN, February, 1909: Korrekturlast und Pflichtstundenzahl der Neuphilologen (W. Geisendörfer). [We would draw the particular attention of our readers to this article, and propose to discuss the subject in an early number of MODERN LANGUAGE TEACHING.]

BOLLETTINO DI FILOLOGIA MODERNA: Per le facoltà di filologia moderna (G. Calogero).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME V. No. 4 **JUNE, 1909**

ADDRESS OF CONGRATULATION TO PROFESSOR VIËTOR.

THE following address was sent by the Modern Language Association on the occasion of Professor Viëtor's academic jubilee:

HERRN PROFESSOR DOKTOR VIËTOR,

Professor of English Philology at the University of Marburg.

DEAR PROFESSOR,

On behalf of the Modern Language Association, of which you are an Honorary Member, we, the undersigned, desire to tender to you our most hearty congratulations on the occasion of the completion of your twenty-five years' labours as Professor at the University of Marburg.

While the whole of Europe is indebted to you for your successful endeavours to reform the teaching of Modern Languages, we, as Englishmen, are especially bound to express our deep gratitude to you for your untiring efforts to spread the knowledge of the English language and literature throughout the German Empire.

We sincerely hope that you will long be spared to carry on your great work at the University of Marburg, and that your efforts to promote the friendship of the English and German peoples will be crowned with success.

We have the honour to be, dear Professor,

E. S. ROBERTS, *President.*
A. A. SOMERVILLE, *Chairman of Committees.*
G. F. BRIDGE, *Secretary.*

To this address the following reply has been received:

MARBURG A.D. LAHN,
April 16, 1909.

HOCHGEEHRTER HERR,

Für die mir aus Anlass meines Dienstjubiläums freundlichst gewidmete Glückwunschadresse sage ich Ihnen als dem Schriftführer der Modern Language Association meinen herzlichsten Dank. Es ist mir eine grosse Genugtuung zu wissen, dass meine Bestrebungen auf dem Gebiete des Sprachunterrichts gerade in dem Vereinigten Königreich, dessen Sprache und Literatur ich als Universitätslehrer vertreten darf, so weitgehende Billigung und Förderung gefunden haben und noch finden. Meine wichtigste und schönste Aufgabe aber, die alle fachmännische Betätigung einschliesst, habe ich in der Tat stets darin gesehen, nach meinen schwachen Kräften etwas dazu beizutragen, dass das gegenseitige Verständnis zwischen unseren durch so alte und enge Bande verknüpften Nationen immer tiefer und vollkommener werde. Deshalb ist mir nach der früheren Ehrung durch die Ehrenmitgliedschaft Ihres Vereins auch diese neue durch Übersendung Ihrer Gratulation doppelt wertvoll und willkommen.

Indem ich bitte, meinen verbindlichsten Dank auch den übrigen Mitgliedern des Vorstandes gütigst zur Kenntnis zu bringen, bin ich, hochgeehrter Herr,

Ihr hochachtungsvollst ergebener
WILHELM VIËTOR.

G. F. BRIDGE, ESQ., M.A.,
Secretary of the Modern Language Association.

THE PARIS CONFERENCE ON MODERN LANGUAGE TEACHING.

THE International Congress on Modern Language Teaching organized by the *Société des Professeurs des Langues Vivantes* took place in Paris, April 13-17. All who took part in it will look back on it as an occasion of profit and pleasure: profit from the discussions, and, by no means least, from the further union of different nations in matters of international interest; pleasure from the renewal of old acquaintances and the making of new ones, and from the conversaziones, the *Représentation de gala* at the Odéon Theatre, the excursion to Chantilly, and the banquet. The success of the meeting far exceeded the expectations of the Organizing Committee; the number of members reached 570, and the Salle Richelieu at the Sorbonne was well filled at every meeting. Representatives of most of the European countries and of the United States were present, either as delegates from their

Governments or from sister societies, or as private members; but all the nationalities mingled and conversed together. The languages used in debate were French, English, and German, with the exception of the Spanish delegate, who spoke partly in his own tongue.

It might seem invidious to select for mention any names among the organizers as specially worthy of thanks, but the other members of the committee will not be jealous if we name three or four: M. Delobel, the ubiquitous and indefatigable General Secretary; M. Rancès, the firm but courteous Chairman and President of the Société des Prof. des Lang. Viv.; M. Clermont, Hon. Sec. of the Société; M. Dupré, Treasurer of the Congress, whose work was not lightened by the Post Office strike, at the conclusion of which a budget of about 150 letters reached him in some three days. Thanks are also particularly due to the encouragement and support of the Ministry of Public Instruction and the authorities of the Sorbonne, and, among the professors of the Sorbonne, very specially to Professor Brunot. Of the English contingent at the Congress the meetings heard the voices of Dr. Spencer, delegate of the Board of Education; Messrs. Cloudesley Brereton and Kirkman, delegates of the M.L.A.; Dr. Breul, Professors Salmon and Spiers, and Messrs. Savory and Atkinson.

The cosmopolitan character of the meetings may be exemplified by the composition of the platform at one of the meetings, which was as follows: Professor Brunot, Dr. Walter (Frankfort), Mr. Brereton, M. Rancès (Chairman, and Pres. Soc. Lang. Viv.), Rev. E. S. Roberts (Pres. M.L.A.), a German reader of a paper; two French secretaries of the Congress, M. Clermont (Sec. Soc. Lang. Viv.), M. Potel (Inspecteur-Général); Dr. Spencer (H.M.I.), and others.

The first meeting was to have been under the presidency of M. Liard, Rector of the Sorbonne. Owing to illness, he was unfortunately unable to attend, and Professor Brunot took his place. The closing meeting was to have had as its President the Minister of Public Instruction; urgent business, however, prevented his attendance, and he delegated M. Gautier, Director of Secondary Education, to fill his place. M. Gautier also presided at the banquet.

The following is a brief summary of the events of the Congress, apart from the meetings for real business.

On Monday evening there was *réunion intime* at the Café Vachette. Owing to the number present being far greater than had been anticipated, the room was much overcrowded, and thus somewhat precluded finding acquaintances easily. Though at the time the crowding was inconvenient, it was a good augury for the success of the Congress. The following evening was occupied with a *Réception* at the Sorbonne. The band of the Republican Guard discoursed first-class music, and in an adjoining

salon the Congressistes were rewarded for their day's labour by abundant and dainty refreshments. The evening of the second day of meetings was spent at the gala performance at the Odéon Theatre. Over 400 members were present, each of whom had his special seat assigned to him. The performance was a series of short acts illustrative of the life and death of Beethoven, with suitable extracts from his music, played by the Colonne orchestra. At one o'clock on Friday the Congress went by special train for the Château de Chantilly, thrown open that day specially for us by the Institut de France, to whom it belongs. We were under the guidance of M. Macon, the curator of the Musée Condé. In the evening there were meetings organized by various bodies, and many of the members of the Congress accepted the invitations, and distributed themselves to the *Guilde Internationale*, *la Société pour la propagation des langues étrangères*, and *le Cercle Germanique*. The final gathering was at the banquet held in the Salle des Fêtes of the Hôtel Continental. Only one thing prevented its complete success. Owing to the size of the hall, necessitated by the number present, it was not possible to hear distant speakers.

With the sole exception of the banquet, all these items were included under the membership subscription of ten francs. Such liberal entertainment and hospitality, and the perfect weather during all the week, greatly helped to relieve the really rather arduous programme of meetings. It would take too much space to give a detailed report of the meetings. The papers presented, and some account of the discussions, will be issued in the report to the members of the Congress, and will, no doubt, be obtainable at a moderate charge if application is made early to the General Secretary, M. Delobel, Lycée Voltaire, Paris.

The programme proved to be rather too full, which necessitated guillotining some of the discussions, though more profit might have been obtained from these if some of the speakers had realized the importance of keeping to the point, of being concise, and of following the chairman's recommendations as to the scope of the immediate discussion. M. Rancès, in his Presidential address, admitted that the French as a nation were *novices en matière d'associations*, and paid a compliment to other nations who had a *presse pédagogique florissante*, and were accustomed to *congrès au mécanisme mesuré et réglé*, but expressed the hope that France would in these respects make up for lost time. They were to have had M. Liard, the Rector of the Sorbonne, as chairman for the opening meeting, but they might congratulate themselves that, under the circumstances of his enforced absence, they had such an excellent chairman, in the person of Professor Brunot, to take his place.

The Secretary bade a hearty welcome to all, and read a list of the various societies represented.

Professor Brunot, after paying a tribute to the work and eloquence of M. Liard, expressed his full sympathy with the objects of the Congress. He had for thirty-six years *préché d'exemple*. We spent too much time rummaging in the past instead of studying existing forms of civilization. He described how Richelieu had inaugurated the study of the French language and of science in French, a movement which, unfortunately, died at Richelieu's death. He had had some strange Modern Language masters himself in his school days. One used to bring a basket of provisions to school, and another, *amateur de la flûte*, used to treat his class to some music before beginning the lesson. The victory for the proper place of Modern Languages was still incomplete, and they were still regarded more from the utilitarian point of view than from that of literary culture. Overcharged curricula were still a difficulty. Some people were disposed to mock at the Modern Language teacher who decorates his class-room with picture postcards or foreign objects of art, etc., and who uses the phonograph or cinematograph in his work. But how delighted the teacher of the classics would be, if only it were possible for him to illustrate equally well his dead tongues and make them live through phonograph records of the orators of Greece and Rome, and by the aid of contemporary illustrations or actual specimens of household furniture, paintings, etc.! As to method, there was no universal one, children differ; it would, however, be an advantage if the pupils were not *ballottés de terminologie en terminologie*. He would urge all teachers of Modern Languages never to lose *le sens de la vie;* it was most important to *arracher l'école du scholastique dans laquelle elle sévit encore*.

Readers of MODERN LANGUAGE TEACHING will have seen the programme of the subjects of discussion, so there is no need to give them in detail here. In several cases the papers sent in on a subject were handed to a *rapporteur*, who summarized them, noting special points of any particular contribution.

In the course of the discussion on the philological training of teachers, introduced by M. Piquet and Dr. Breul, there was evident great divergence of opinion. Some thought Dr. Breul's scheme too extensive, though he had himself said that the teacher's training should not be considered as finished on passing his *Agrégation* or his *Staatsexamen*. Professor Brunot thought it would be sufficient for the teacher's knowledge of earlier forms of the languages to go back as far as Luther or Chaucer. The chief point was that the teacher should *digérer* what he studied in order to make proper use of his knowledge when he came to teaching.

The discussion on phonetics which immediately followed was of some interest, in that it showed not

only divergence of opinion, but, in the cases of some speakers, ignorance of the aims and methods of phonetic teaching. One speaker, for instance, objected on the ground that it was impossible to teach a sound by a sign. M. Piquet described the general basis of phonetic method, and its value for correction of errors of pronunciation. M. Zünd-Burguet pointed out that the conditions under which a child learns its mother tongue, and those under which at say ten years old it learns a foreign tongue, are wholly different. He pleaded for the supply and use of simple and inexpensive bits of apparatus for teaching purposes. Other speakers thought these were likely to be of use only to the teachers themselves, and were not necessary for class purposes. Direktor Walter, in a spirited and witty speech, urged all who had not yet tried a phonetic method to do so at once. That would dispose rapidly of any arguments against it. Mr. Savory warmly supported him, and pointed out how valuable a phonetic method is in training the ear to appreciate differences in sounds, and thereby in aiding the acquisition of a good pronunciation.

The training of Modern Language teachers, perhaps naturally enough, brought up questions which referred particularly to France, and it was agreed not to discuss these national points in an international congress. M. Brechtel gave a paper, full of historical and other detail, on *Die pädagogische Ausbildung der deutschen Neuphilologen*. It was, however, rather too long, considering the full programme of the meetings, and will be best studied at leisure in the report. Mr. Cloudesley Brereton referred to the recent report on the subject by the Modern Language Association Sub-Committee, and gave some examples of the variety of methods in vogue in England.

Mme Kahn (Versailles) acted as *rapporteur* for the papers on grammar teaching, and carried out her task well. The discussion was somewhat confused. There were several *conclusions* on which votes were to be taken, and it was therefore desirable, as the President pointed out several times, to limit the discussion to one point at a time. Many speakers failed to do so. Several somewhat precise and detailed *conclusions* were finally boiled down into the rather colourless one that 'grammatical teaching is necessary at each stage.' Grammatical terminology received some attention, and reference was made to the Joint Committee now sitting in England. Professor Brunot described how in France they had had a similar committee, which had had forty-five sittings. They had begun by aiming at a terminology suitable for all languages; but the representatives of English, Latin, and Greek had soon left them, and the matter had remained solely among the French teachers. He did not think it was possible at present to arrive at any international agreement. A quaint touch of humour, not without its

bearing on the subject, was added to the debate when Direktor Wendt (Hamburg), speaking in French, would apply to Professor Brunot at his side for information as to whether he had to use *de* or *à* after such or such verb, or for help in other points of grammar.

The special subject of grammatical instruction selected by the committee, 'The Teaching of the Verb,' had produced a vast number of papers. These and M. Bourgogne's summary will be available in the report.

Inter-school correspondence was characterized by Direktor Wendt as mere *Spielerei*, while Direktor Walter regarded it as a valuable help to the teacher. There was some discussion as to how far the letters should be in any way dealt with in class, either for correction or for the value of their content.

M. Molitor's report on the papers on the *Assistants étrangers* caused a lively interest. M. Potel (Inspecteur-Général) was anxious to hear criticisms of the working of the system, but eventually it was agreed to form a small international committee, with power of co-option, to deal further with the subject and collect full information and criticisms.

At the closing meeting M. Rancès (Prés. Soc. Lang. Viv.) regretted the enforced absence of the Minister of Public Instruction, who was to have taken the chair on that occasion, but welcomed his delegate, M. Gautier (Directeur de l'enseignement secondaire), whom he described as *ami des langues modernes, non seulement en mots mais en actes.* Though, he continued, *la confusion est l'apanage des congrès*, he felt after their days of arduous work *une singulière impression d'allégresse et de légèreté.* He felt, too, that apart from the work done in actual business they had accomplished something further in the effect that this Congress, as was the case with all international congresses, would have on mutual sympathy. M. Delobel said that, though they had had moments of discouragement, they felt they had accomplished something worth working for. M. Gautier, after pointing out that nearly every profession had to adopt changes of method, changes which were not always very easy, expressed his opinion that the teachers of Modern Languages had already reached a very high standard of efficiency in the new developments of their work. He would strongly recommend for trial the employment of their methods in the teaching of the classics. Various representatives of foreign Governments and of sister societies presented greetings and congratulations, and offered their thanks for courtesy and hospitality, all but one speaking in French, as our own Government's representative said, not as an act of presumption, but as an act of courtesy to their hosts.

The banquet, already referred to, brought to a conclusion a most successful and pleasant Congress. A suggestion was thrown out by one speaker at the banquet that the next similar congress should be held in England. H. W. ATKINSON.

THE PLACE OF GERMAN IN SECONDARY SCHOOLS.

THE Board of Education have issued a Memorandum on Language Teaching in State-aided Secondary Schools in England. We give below the last section of this Memorandum, which deals with the place of German, and may be regarded as the reply of the Board of Education to the Memorial which was printed in Vol. IV. (pp. 195-198) of MODERN LANGUAGE TEACHING.

The position of German in Secondary Schools has recently been brought before the Board in a memorial from a Joint Committee appointed by the Modern Language Association, the Commercial Education Committee of the London Chamber of Commerce, the Society of University Teachers of German, the Teachers' Guild, and the British Science Guild. In this it is represented that there has been in recent years a steady decline in the study of German in Public Secondary Schools, and the memorialists press upon the Board the desirability of taking measures to counteract this tendency. The principal evidence adduced in the memorial as showing the alleged decline is derived from the decreased percentage of candidates who took German in the Oxford and Cambridge Local Examinations in 1906 or 1907 as compared with 1895, and in a lesser degree with 1900 and 1905. On this it must be observed that, except as regards girls taking the Cambridge Locals, the actual number of candidates taking German has not varied materially between 1895 and the present date, and that the reduction in the percentage is to be explained partly by the fact that an increasing number of the best pupils in Secondary Schools take a University Matriculation or Leaving Certificate Examination (for which German can now generally be offered instead of Latin) in lieu of the Local Examinations, and partly by the fact that the very large increase in the total entries for the Local Examinations in recent years has been in a great measure due to the adoption of those examinations as qualifying examinations for Elementary School Teachers, for whose purposes modern languages are not of the first importance. At the same time, the Board do not desire to controvert the opinion that the advance in the study of German is not at the present moment as rapid as the advance in the study of French or even of Latin; and while they possibly attach more value than do the memorialists to the study of Latin as an element in a liberal education, even for pupils who are ambitious of attempting the higher scientific studies, they are fully sensible of the importance of the place which should be held by German in the curriculum of Secondary Schools. It is, however, necessary to make a careful discrimination between pupils of different intellectual types and destined for different careers. There are pupils whose education must fit them for commercial pursuits, and who will in all probability cease the regular pursuit of that education at or about the age of sixteen. For these, the Board are satisfied that both practically and educationally German is a language of the first importance. Similarly, they cannot doubt that German should be included in the curriculum of schools or departments which aim at advanced work in science, and from which pupils pass to an engineering or science course at a University or Technical College. The question becomes more complicated when pupils have to be dealt with whose education will in the main be of a literary character. Such an education has in the past been ordinarily based upon the study of Greek and Latin, to which in more recent years French, and in rarer cases German, has been added. The Board are disposed to think that in classical schools pupils should by the age of sixteen have learnt as much French as is

essential for them, and that it is desirable that they should then for a time drop French, and take up at least an introductory course of German. The more difficult problem, however, arises where it is suggested that the higher literary training can be given by a study of modern languages and modern literature. In such cases Greek is ordinarily omitted from the curriculum, and is replaced by the study of the mother-tongue and of French, and the question arises whether German should be substituted for Latin, or whether an attempt should be made to combine the study of both German and Latin. The Board have seen no reason to depart from the traditional view that, without a knowledge of Latin, a scholarly study of modern literature, history, or philosophy is impossible. Moreover, the curriculum of schools is in this matter necessarily guided by the course at the Universities to which it is to lead; and at present Latin is required in all Arts courses at the Universities, and it is probable that it will continue to be so required. On this ground, therefore, if on no other, Latin must be included in the school curriculum. On the other hand, the Universities make no such requirement as regards German, and the Board have some doubt whether it will be possible to stimulate the inclusion of German in curricula of this type, unless and until the Universities require a knowledge of German in addition to French and Latin from those students who propose to take such non-classical courses as, for example, those in history. The types of pupils hitherto considered are those the lines of whose future education can be reasonably anticipated during their school career. There remains a considerable residue of pupils who go to school with no very definite objects or clear aims. It is probable that in the past such pupils have spent too much time upon the study of languages, and that the balance of advantage in their case is in favour of a somewhat general and comprehensive curriculum. But so far as languages are included, the Board do not consider that anything is to be gained, in boys' schools at any rate, by substituting German for either Latin or French. Even if it has some special educational merits as compared with either of these languages, yet, should such pupils in the end desire to go to the University or enter professions, they would be under existing conditions less handicapped by ignorance of German than by ignorance of either of the other languages.

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.

1. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

2. *What conditions, if any, hinder us from giving to the cultivation of literary taste the place it merits in foreign modern language instruction?*

3. *What principles should determine the suitability of the literary works to be read?*

4. *Graded courses of reading.*

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth,
Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are asked to do their best to make this discussion a success. The best they can do is to contribute—the sooner the better. Contributions need not be long; nor need they cover the whole ground.

III.

Miss C. R. Ash.

(*St. Paul's Girls' School.*)

Questions 1 *and* 3. How far anything done in school can influence girls in their reading in after-life seems to me a very moot question, and in so saying I am thinking specially of the girl that goes to live at home, either to help or to 'come out.' For the others, their school work has probably decided the trend of their studies, whether towards Modern Languages or not: if *not*, then such Modern Language work as they have done has probably been a means to an end, and an end that will leave them but little time for extraneous reading. Perhaps I am unduly pessimistic, but it seems to me that for the home girl so much must depend on her surroundings, on the possibility of getting books, on the encouragement of parents or friends interested in literary things, of whom there seem to be, alas! so few. But the knowledge of the language, and the memory of what she has read, do remain as an enduring possession—whether for the student reading French and German authorities on her subject, whatever it may be, or for the girl who has the chance of going abroad, or who joins reading circles at home—and it is as a stimulus to study of the language, and interest in one's neighbours over the water, that an introduction to the foreign literature at school seems to me most valuable.

For a form to find itself promoted to the reading of French literature after the drudgery of the middle-school means a quite extraordinary revival of interest in the whole subject. The grammar grind necessitated in the transition stage to supplement the imitative and memory work of the early years is very apt to take the heart out of the learner and deaden her interest in what was once almost more play than work. Good books can, of course, be chosen for this stage, and will do much to lighten the labour of both teacher and taught, but they must still be used as 'Readers,' and studied for their vocabulary and their grammatical forms far more than for their style and subject-matter. As readers I have found Daudet's *Tartarin de Tarascon* and *Lettres de mon Moulin*, A. de Vigny's *Cinq-Mars* and Prosper Mérimée's stories, very successful with forms aged from fourteen and a half to sixteen and a half. Daudet was a special favourite, and the charm of his style would even be in some measure reproduced in free compositions—which it much enlivened. With some of the brighter girls the interest aroused led to the taking out of other French stories from the school library, and to questions about the authors, and the history of the times they wrote about. One or two of Molière's prose plays were keenly enjoyed by the same forms, being read for the story and used for recitation. Anything more detailed than this, however, was still beyond them, and an attempt at a study of the period was soon found to be over their heads, or, rather, beyond the range of their linguistic powers.

But once the main difficulties of syntax have been met with and explained, once a fair vocabulary has been acquired, then comes the moment for reaping the benefit of the language drudgery in the capacity for appreciating the literature, and through the literature the people themselves in their history and their thought. The awakening of interest that follows reacts correspondingly on the language

work: free composition becomes a different thing when dignified by the name of 'Essay,' and even the study of grammatical difficulties gains new life when the usage of one century can be compared with another. I have been astonished at the progress made in both. The chief difficulty at this stage is to combine with the literature any progress in vocabulary: seventeenth-century French is so much easier than nineteenth century that, where it is a question of studying a period, the 'classical' forms the easiest beginning; but, unfortunately, the number of new words met with is comparatively small, and the language often far from modern. The ideal would be to supplement with good nineteenth-century prose authors, such as those to which the girls had already been introduced, these to be used as readers and to serve the double purpose of carrying on the language work and keeping the form in touch with the later literature. Time, however, does not admit of such a counsel of perfection, and the enlargement of the vocabulary has to depend for the most part on the reading of some modern criticism on the period.

If, then, we begin with the seventeenth century, we do so with our eyes fixed on the goal of the nineteenth; but owing to the exigencies of examinations, where the language group is generally the last to be taken, school life is seldom long enough to do much more than the one century. If we try to put the nineteenth century first, we are only doomed to disappointment, for it needs a girl of a good deal more than average capacity to read Victor Hugo and his contemporaries at the age of seventeen to eighteen. The language and the form of their verse are alike baffling, and to labour through one or two lyrics or a play of the time may even arouse distaste rather than interest. I speak from experience, having been compelled to a course of nineteenth-century literature, beginning with Lamartine, with a rather backward form who only in their second year were able to derive either pleasure or profit from it. On the other hand, though I have never found any English girls to enjoy Corneille—perhaps because of my own lack of that enthusiasm for him of which Mr. Osborne Brigstocke speaks as indispensable—yet they can learn to appreciate Racine, while Molière awakens sympathy and laughter very quickly, and Mme de Sévigné is voted great fun. Still, the conventionality and the unwearied rhythm of even the greatest seventeenth-century dramatists leave a feeling of unreality behind, and some of the more modern writers come as a revelation in the way both of form and subject-matter to girls who are now able to read them with some facility. I feel very strongly that if we fail to introduce them to the wealth of the nineteenth-century prose and verse before they leave school, we shall rob them of a valuable incentive to private reading. With all Victor Hugo's faults as a dramatist, he appeals to English minds and hearts far more directly than Racine, even at his best, while the lyrical poetry that heralded the Romantic movement is to them practically a new thing in French literature, and the prose is such as the seventeenth century, with all its perfection, never dreamed of. I believe that even a cursory introduction to these would do much to implant a taste for reading French literature in after-life, but—I end with a difficulty—how to find time in the school career for leisured reading of one's own choice of books, and a want—a post-examination year.

Question 2. As our literary work is done with a view to the Cambridge Higher Local, we are bound to read in detail their 'set books,' and give what time we may to the 'period.' On the whole, the examination is an interesting one to work for, but an obvious criticism on the books selected is that they are often not among the best of each author. The time that has to be spent on them is therefore out of proportion to their value, while for the greatest works one has to be content with a very cursory study. On the other hand, this leaves the well-known works to be read in

the general literature of the period set, and so adds zest to such reading. (Is this perhaps the object of the choice?) Girls of seventeen will read a whole play of Molière or Racine for a lesson, and discuss its main points and tell its story afterwards with enjoyment and appreciation.

The Higher Certificate examination of the Joint Board, for which we also work, can hardly claim to be literary, the papers demanding such minute knowledge of grammar and power over the idiomatic sentence as to leave little time for literary work, which is further discouraged by the isolated character of the books set and the unliterary style of question asked on them.

In the above remarks the middle-school forms referred to number from twenty to twenty-five, the second highest contains generally between ten and fifteen girls, while in the highest the number falls to under ten. In every case I am speaking of the higher division of the form: with the less bright girls we are met by the problem, hitherto unsolved, of how to bring them to the point of reading French with any facility at all. Reading good literature for themselves seems almost out of the question.

IV.

Mr. J. D. Whyte.

(*Haileybury College.*)

Starting from the point of view of a Modern Language teacher in one of the public schools, one would like to answer the second question first, and say at once that the reason why we feel hindered from giving the cultivation of literary taste its proper place is that we have not enough time. In modern education so many subjects press for admission to the curriculum that in the short space left we have scarcely sufficient time to carry out the first duty required of us—the training of our pupils to express themselves correctly in speech and writing. But though we cannot set apart, as we should like to do, a definite hour each week for the study of literature alone, we can indirectly do a considerable amount in the right direction by the choice of books read in our classes. In the lower parts of the school one chooses a book because it is interesting, idiomatic, and not too hard. The attention of the younger pupils must be retained; they must learn something, and they must not be discouraged by passages too difficult for them to understand. In the upper classes the textbook should still be as interesting and idiomatic as possible, but, if one may say so, the harder the better. It should be well filled with allusions to matters literary, historical, philosophical, artistic, and so forth. Then by never allowing the name of any important person or place to pass unnoticed; by putting questions about the man, his writings or his doings; by asking about the situation or history of the place, and, if possible, adding some anecdote in connection with the one or the other; or again, by discussing some opinion or criticism of the author whose book is being read, one can do a great deal towards awakening a literary interest in one's pupils, and spurring them on towards following up the subject for themselves. The questions, answers and discussion generally should, of course, be entirely conducted in the foreign language, and as an instance of a work which is full of suggestive matter for this purpose, may be given the *Historical Essays* of Paul de Saint-Victor. Théophile Gautier's *Travels* are also very good. Occasionally, however, one comes across pupils who, not being crowded with other subjects, are able and willing to give up some time out of school hours to the pursuit of literature. It is then advisable to make up a small extra class; to choose some history of literature which, written in the foreign language itself, shall be neither too detailed nor simply a collection of bare names; to let one's pupils read this aloud by turns; then, at intervals, closing the book, first repeat the substance of what has been read, then give their own ideas

upon it. Good useful work can thus be very thoroughly done with a chosen few, and the literary taste instilled into them is the more likely to be permanent, as it has been, not forced, but suggested and then voluntarily taken up by them.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, March 27.

Present: Mr. Milner-Barry (Chair), Miss Batchelor, Messrs. von Glehn, Kirkman, Miss Matthews, Mr. Payen-Payne, Miss Purdie, Mr. Savory, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Allpress, Atkinson, Hutton, and Rippmann.

The minutes of the last meeting were read and confirmed.

Mr. V. G. Starkey was appointed as Correspondent in Germany for the German families willing to take English students as boarders, it having been announced that he had kindly consented to act in that capacity.

A request from the Terminology Conference for a guarantee for £5 towards the expenses of the Conference was then considered. As it appeared that the Association had no funds available for the purpose, six members offered to guarantee the sum to the Committee. This offer having been accepted with thanks, the Hon. Secretary was instructed to send an answer in the affirmative to the Terminology Conference.

Reports were received from the Entrance to Public Schools, Exchange of Children, and Library Sub-Committees.

Mr. Brereton and Mr. Kirkman were appointed official delegates to the International Congress on the Teaching of Modern Languages.

It was resolved that in consideration of his great services to phonetics and Modern Language Teaching, the Association should send an address to Professor Viëtor, of Marburg, the twenty-fifth anniversary of whose appointment as Professor in English at that University was to be celebrated on May 1.

The following eighteen new members were elected:

Miss Armitage, Secondary School, Pudsey, Leeds.

Miss M. E. O. Bartlett, 8, Alma Terrace, Kensington, W.

Felix Boillot, L.-ès-L., University of Sheffield.

John Bramley, M.A., Wycliffe College, Stonehouse, Glos.

C. R. Faussett, M.A., LL.D., Grammar School, Bolton.

J. H. Foster, B.A., Gresham School, Holt, Norfolk.

Professor Julius Freund, Ph.D., University of Sheffield.

Miss Maria Horn, Association of German Governesses, 16, Wyndham Place, Bryanston Square, W.

S. S. Jenkyns, M.A., Repton School.

Miss E. A. McCallum, M.A., Queen's University of Belfast.

W. E. Mann, M.A., King's School, Rochester.

Miss C. G. Martindell, B.A., County Secondary School, South Hackney, N.E.

Miss D. S. Mercer, Blackheath High School, S.E.

Miss A. O'Connor, B.A., County Secondary School, Crewe.

Miss A. E. Steevens, Skinners' School for Girls, N.

Joseph Charles Thompson, A.R.A.M., 24, West View, Barnsley.

Miss Fanny Tilly, Twentieth Century Club, 29, Stanley Gardens, W.

Miss I. M. Weeks, Tottenham High School, N.

A MEETING of the General Committee was held at the College of Preceptors on May 15.

Present: Messrs. Somerville (Chair), Allpress, Andrews, Atkinson, Edwards, von Glehn, Hutton, Miss Johnson, Mr. Kirkman, Miss Lowe, Miss Matthews, Mr. Milner-Barry, Miss Morley, Mr. Payen-Payne, Miss Purdie, Messrs. Rippmann, Saville, Savory, Storr, and the Hon. Secretary.

Apologies for absence were received from Messrs. Brereton, Breul, Latham, and Schüddekopf.

The minutes of the last meeting were read and confirmed. Mr. Kirkman made a report on the International Congress at Paris.

Mr. Savory reported that the illuminated address had been sent to Professor Viëtor. He read the address to the Committee and also the Professor's reply, which is published in another column.

The Membership and Propaganda Sub-Committee announced the arrangements that were being made for holding meetings in London and the provinces during the autumn and winter. On their recommendation it was resolved that the question of founding branches be brought before the Local Secretaries, and that at the Annual Meeting there should be a discussion of the development of the local activities of the Association.

Mr. W. H. McPherson was appointed Local Secretary for Birmingham *vice* Mr. Sandbach, resigned.

A Sub-Committee for the Annual General Meeting was appointed, consisting of Dr. Breul, Messrs. von Glehn, Milner-Barry, Savory, Miss Purdie, and the officers. Considerable discussion about the date took place, which served to show the extreme difficulty of finding a time which would not be inconvenient to a certain number of members. No definite decision was arrived at.

It was resolved that there should be a discussion on Examinations at the meeting.

The Hon. Secretary informed the Committee that he had received from the Board of Education twenty-five copies of a Memorandum on Language Teaching in State-aided Secondary Schools, together with a letter in which the Board invited the attention of the Joint Committee on German to the last paragraph, in which were set forth the views of the Board on the position of German in the curricula of secondary schools. It was resolved that a Sub-Committee be appointed to draw up a reply, and Messrs. Storr (convener), Milner-Barry, Pollard, Robertson, and Savory, were appointed to serve. It was also resolved that the concluding paragraph of the Memorandum be published *in extenso* in MODERN LANGUAGE TEACHING.

The following sixteen new members were elected:

J. Ashworth, Secondary School for Boys, Salford.

Miss E. de Candole, Burlington School, Boyle Street, W.

H. G. Comber, M.A., Pembroke College, Cambridge.

F. D. Colt, M.A., Moorland House, Heswall, Cheshire.

W. J. Hazlitt, 39, Red Post Hill, Herne Hill, S.E.

J. W. Horseman, B.Sc., Elstow School, Bedford.

H. M. John, L.C.P., Westminster Training College.

Arnold Jones, M.A., Eagle House, Sandhurst, Berks.

L. Lailavoix, L.-ès-L., County High School, Ilford.

A. Marti, B.-ès-L., King's School, Pontefract.

C. M. Nicholson, 22, Crouch Hall Road, N.

B. M. N. Perkins, B.A., L.-ès-L., 21, Tenison Avenue, Cambridge.

Miss E. Ransford, Intermediate School for Girls, Penarth, Glam.

Miss D. M. Scott, Intermediate School for Girls, Newport, Mon.

H. Simpson, B.A., Caldicott School, Hitchin.

Miss L. E. Wallace, LL.A., Northampton High School.

The Committee then adjourned.

MAGIC LANTERN SLIDES.—We are glad to announce that a good beginning has been made with the loan collection of lantern slides. Twenty-six slides have been purchased in Paris, 38 (French life and ways) have been presented by Mr. F. B. Kirkman, and 12 (Swiss army manœuvres) by Mr. S. H. Clark of Lickey Hills School, and a number of slides by Mr. H. W. Atkinson. A list of subjects will be published in the next issue of MODERN LANGUAGE TEACHING.

'L'AVARE' AT CAMBRIDGE.

ON Tuesday and Thursday, May 11 and 13, Mrs. J. G. Frazer's French Dramatic Society performed *L'Avare* at the Guildhall, Cambridge. At the afternoon performances special arrangements were made for school parties, and in the evenings *L'Avare* was preceded by Theuriet's *Jean Marie*. Both acting and audience steadily improved, and on the last night the keen interest of the crowded hall must have convinced Mrs. Frazer that Cambridge fully appreciated all the trouble she and her friends had taken in getting up this excellent entertainment. In an article in the *Cambridge Review* (May 6) Mrs. Frazer explained that her object in producing these plays was to promote the study of modern French in the University. The intelligent attention of the audience would make it seem that great progress towards this end has already been made.

The difficult part of Harpagon was taken by M. Chouville, who succeeded in divesting himself of all humane feelings, and in becoming the pure miser depicted by Molière. Most striking of all, perhaps, was his rendering of the scene in Act I., where all efforts to get him to postpone the wedding of his daughter are met by the decisive answer that Anselme is content to take her without a dowry. M. Chouville's *sans dot* will not soon be forgotten. Again, in Act IV., the angry despair of the miser at the disappearance of his buried box of money was admirably rendered. The other parts were taken by Mme Marsan (Mariane), Mlle Malandain (Élise), Mlle Courmont (Frosine), Miss Wherry (Dame Claude), M. de Cerjat (Cleante), M. Courmont (Valère), Mr. Costigan (Anselme), Mr. Liddell (Simon), Mr. von Glehn (Jacques), Mr. Bayly (La Flèche), Mr. Hubrecht (Le Commissaire), and Mr. Monck-Mason (Brindavoine). The ladies did well in the not very attractive parts assigned to them by Molière; Mr. von Glehn, the cook-coachman, and Mr. Bayly, the valet, played their various tricks on the miser with great skill and zest; and the care that had been taken to make all the parts, even the smallest, as perfect as possible was conspicuous throughout.

The plot of Theuriet's little play is simple. Thérèse had been the sweetheart of a sailor, Jean Marie, but he had been long away in distant lands, and circumstances had compelled her to marry another, Joel. Thérèse appears on the stage doing her daily work, but ever thinking of her old sweetheart. Suddenly he appears, and she has to decide between her love for Jean Marie and her duty to Joel. Mme Marsan's brilliant acting brought out with great effect the struggle in the girl's mind, and M. Courmont was excellent as the passionate lover. In the end duty prevailed; Jean was dismissed, and Thérèse remained with the old and stolid Joel (M. Chouville).

CORRESPONDENCE.

'THESE SORT OF QUESTIONS.'

In Dr. Abbott's Shakespearian grammar, under section 412, *Confusion of Proximity*, we find two instances quoted in addition to Mr. Chaytor's three, and they are printed as follows: *These kind-of-knaves, these happy pair-of-lovers, those blest pair-of-fixed stars*, and Dr. Abbott prefaces them by saying: 'The two nouns, together connected by *of*, seem regarded as a compound noun with plural termination; this would be viewed as an *unpardonable mistake in modern writers*.' In discussing purely modern usage, it seems rather beside the point to put forward ancient usage (albeit Shakespeare's) as an argument, though this 'ugly attraction' is also found in Richardson, Swift, Bentley, and Anthony Trollope. To quote *ce bête de D . . .* seems also rather irrelevant. Genders are sometimes decided by sense (constructio ad sensum). Is Daudet's *Le Petit Chose* an error in grammar? Is 'cette diable de femme' a 'faute grossière'? Are not *diable*, *chose*, *bête*, etc., common to either sex?

In a case of this sort one cannot help quoting what the great champion of modernity gave utterance to in his Preface to Cromwell: 'Toute époque à ses propres idées, il faut qu'elle ait aussi les mots propres à ses idées. Les langues sont comme la mer; elles oscillent sans cesse.' M.

The statement that this idiom occurs in Shakespeare does not explain how it came into existence. The fact is, that it arose in a perfectly natural manner from a Middle English idiom that was imperfectly understood, and suffered alteration in consequence of such misunderstanding.

'Sort' has been substituted for *kin*, signifying 'kind' or 'sort.' The Middle English idiom required the use of the expression *this kinnes questions*, meaning 'questions of this sort,' where *this kinnes* is in the genitive case, governed by *questions*. This was often shortened to *this kin questions*, the genitive suffix being omitted because everyone knew that a genitive was intended. Then came a time when the idiom was no longer understood, and *of* was inserted, giving *this kin* (or *kind*) *of questions;* and lastly (merely because *questions* was plural), people imagined that *this* ought to be turned into *these*. The absurd result was that 'these sort of questions' took the place of the original idiom, though it could only represent 'questions of *these* sort.' This explains why *these* is wrong. All the same, it came about naturally enough. I have explained it many a time and oft. See the New Eng. Dict., *s.v.* Kin, II. 6, b.

WALTER W. SKEAT.

Have you room for one word more about 'These sort of questions'? In spite of Shakespeare's sanction, the phrase still grates on the ear of many who are not pure grammarians, but here is a passage from Montaigne that supplies us with the philosophy of the whole matter:

'Quand on m'a dit ou que moy-même me suis dict. ". . .Voilà une frase dangereuse (je n'en refuis aucune de celles qui s'usent emmy les rues françoises; *ceux qui veulent combattre l'usage par la grammaire se mocquent*): Voilà un discours ignorant: En voilà un trop fol. . . ." Ouy, fais-je, mais je corrige les fautes d'inadvertence non celles de coustume . . . (Liv. III., chap. v., quoted in M. Louis Coquelin's *Montaigne*, Bibl. Larousse).'

Hoping M. Jules Pingouin will excuse an Englishman for referring him to the authority of the great Frenchman who wrote: 'J'estime tous les hommes mes compatriotes, et embrasse un Polonois

comme un François, postposant cette lyaison nationale à l'universelle et commune.'

MARSHALL MONTGOMERY.

GIESSEN UNIVERSITY,
May 13, 1909.

[We trust that the correspondence on this subject has enlightened M. Jules Pingouin. It is now closed.—EDITOR.]

THE ART OF CONJECTURE.

SOME teachers of the Reform School, in order to help their pupils to dispense with the use of bilingual dictionaries, encourage the plan of stimulating children to conjecture the meaning of unknown words from the context. This system is advocated, for instance, by Professor Rippmann in his paper entitled 'The Modern Language Learner's Vocabulary,' published in MODERN LANGUAGE TEACHING for December, 1908. As the idea is a fascinating one, it occurred to me that it might be worth while to endeavour to estimate the proportion of unfamiliar words the meaning of which can be discovered in this way. I therefore took one of Gustav Frenssen's novels, which seemed well adapted for the purpose, because, though written in an extremely simple style, it contained a good many words which were unfamiliar to me. I applied the method of 'conjecture' to one hundred unknown words. The conclusion at which I arrived was that the meaning was quite obvious in about ten cases, in some eighteen or twenty more the signification could be divined more or less accurately with a tolerable amount of safety (in some cases, however, only if the meaning of the base-word was known), and that in the seventy or so remaining cases it was either quite impossible to conjecture the meaning, or nothing but a vague and uncertain guess could be made. At the risk of appearing extremely stupid, I feel compelled to add that in a good many cases my conjecture of the meaning was either quite wrong or at least inexact.

It would be interesting to know whether teachers who have tried Professor Rippmann's plan with their pupils have arrived at any conclusions at all similar to these. If my estimates are sound, they would seem to show that the process of 'conjecturing the meaning' would lead to a substantial result in at most one case out of three.

But, after all, the question of the results yielded is less important than the question of the value of this kind of work as part of a linguistic training. Professor Rippmann speaks of the method as 'educationally sound'; I maintain it is educationally unsound, because it is encouraging a boy to 'conjecture' when he has, or might have, at hand the means of ascertaining the truth. So far from being taught to hazard an opinion about the signification of a word, he ought to be taught to take measures for discovering the exact facts of the case. This is really what the boy needs to be trained to do, and will not do, unless he is rigorously disciplined to do it. 'Conjecture' and guessing (the partition which divides them is of the thinnest) come by the light of nature, and so far from boys needing to be encouraged in them, what they need is to be cured of them.

Again, Professor Rippmann says, 'If the conjecture is not quite right, but the meaning suggested would make sense, they are encouraged.' Let us apply this to a concrete case. In an account of a storm at sea a boy reads, 'Le capitaine restait toute la nuit sur le pont et les matelots avaient des figures sombres.' Pupils who 'conjectured' that 'le pont' means 'the bridge,' and 'les matelots' 'the officers,' would, I suppose, be encouraged. Surely what ought really to be said to them would be, 'You see how useless it is to guess. "The bridge" and "the sailors" make quite good sense, and yet both words are wrong.'

It must surely be allowed by all that in an immense number of cases wrong renderings as well as right renderings give an intelligible meaning, and that the fact that the presumed signification of a word

fits neatly into the sense is no proof at all of its correctness.

These arguments are not directed against what is called 'rapid reading,' by which I understand reading a book in such a manner that merely the general sense is caught, but no pretence is made of searching for the meaning of every word. This no doubt has its use as giving a sense of power, and encouraging boys to read foreign books, for the sake of reading, and not for the sake of learning the language. This 'rapid reading' implies not so much conjecturing the meaning of unknown words as mentally omitting them. There is no question here of confusing 'conjecture' with the ascertainment of fact, or deluding boys into the idea that they possess a power of divining the meaning of unknown words. It is, too, I imagine, chiefly fiction which would be read in this way, and it is certainly arguable that no novel exists over the exact meaning of every word of which it is worth while to meditate, and that to encourage boys, at all events in the last stage of school life, to do so would tend to develop in them a wrong sense of the value of time. Nevertheless, this 'rapid reading' can hardly be considered a very valuable part of a literary education. It may do well enough for arm-chair literature, but no solid work of human thought, no product of a great mind, can be read in this way.

And, again, it is not the sort of thing which boys need be taught how to do. We are all of us quite ready enough to read in a lazy, go-as-you-please kind of way. To skip all the hard words appeals to the human love of ease. To be told that we need not use dictionaries is an agreeable soporific for a too lively conscience. What boys really do need to be trained in is the patient discovery of the full content of every sentence, and every word in every sentence. This does not come by the light of nature.

It is the great value of translation into the mother-tongue that it forces the pupil to consider the exact meaning of every word. Is there any other method by which the application of the mind to every detail of a passage can be secured? Personally, I have found only one other effective instrument—that is, recitation. But this is applicable only to certain forms of literature, and its possibilities for class-room use are obviously limited, though perhaps more can be done with reading than is generally supposed. 'Mais revenons aux moutons.' What I should like to ask is whether the opponents of translation claim that by any means of questioning, however skilful, it can be ascertained, without undue expenditure of time, whether a student understands every word in a passage. If it cannot, there is clearly a place for translation in language-teaching. For to be taught to read with the determination to get the full sense out of every syllable is certainly one of the most valuable parts of a literary education, and boys who have never learnt the art have assuredly missed a most valuable training. I hasten to add that the recognition of the fact that translation is indispensable does not compel the teacher to have the whole of a book translated. He has many other things to do besides teaching his pupils how to investigate a writer's meaning, and this discipline cannot be allowed more than its fair share of time. But it does suggest that in the upper and middle forms the systematic, not the merely occasional, practice of translation is necessary, if the best educational results are to be got from the study of language.

Yours, etc.,

G. F. Bridge.

I am glad that Mr. Bridge has given me an opportunity of dwelling still more emphatically on my objection to the use of bilingual dictionaries in the intermediate stage. Mr. Bridge's experiment does not convince me in the least; for an advanced student the number of unfamiliar words is relatively small (Mr. Bridge does not say over how many pages the hundred words were scattered), and the bulk of

these words will be of such a kind that the words which he already knows offer no clue. I, on the other hand, was speaking of pupils in the intermediate stage—that is to say, in the third, fourth, and fifth years of instruction. I assumed that they were reading books suitably chosen; I further said that, *generally speaking*, homework should be revision and application rather than preparation; that if there is preparation of a new passage, I recommend, *for ordinary use*, that the teacher should previously discuss the new words contained in the passage to be prepared; and that a method *probably better suited for occasional use* is that of letting the pupils make a list of the unfamiliar words, and put down what they conjecture to be the meaning. I think this is indeed a useful exercise for pupils who are prone to wild guessing. They are thus taught to realize how foolish such guessing is.

A teacher who set a passage containing unfamiliar words of which his pupils could not possibly guess more than 30 per cent., would show a sad lack of common sense. Such a passage would quite evidently be unsuitable for this kind of exercise.

I am fully aware that at present I represent the minority in my attack on the use of bilingual dictionaries and vocabularies in the intermediate stage. That does not prevent me from holding firmly to the conviction that they are a great mistake. I have had many opportunities of seeing how a pupil's vocabulary has been strengthened and extended when he has ceased to be slavishly dependent on the dictionary. For nearly twenty years I have corrected the unseen translations of advanced students; and the rule that every word looked up in the dictionary was to be underlined has had the most salutary effects. With junior students, too, I have had plentiful opportunities of noticing how the power to tackle a new word successfully has been cultivated when they were left to their own resources.

When the right habits have been formed, the pupils are more willing to take up a book for pleasure; and when they come to rapid reading, I have no objection to a dictionary. Indeed, here I differ from Mr. Bridge again: I prefer that in their private reading they should underline a word they do not know, and write the meaning in the margin. Once more I am assuming that the text has been suitably chosen for the purpose, and that the number of unfamiliar words is therefore small. This rapid reading will hardly find a place earlier than towards the end of the intermediate stage, when the pupils are accustomed to Larousse or a similar dictionary: and it is probable that Larousse would give as much help as is required. In the advanced stage a *good* bilingual dictionary may well be placed in the hands of the pupils.

Mr. Bridge thinks that boys would welcome the injunction not to use dictionaries, and implies that they would regard this as a permission to skip all the hard words. If the method in vogue really led them to 'the patient discovery of the full content of every sentence and every word in every sentence' there would be less objection to it; my experience shows me that the boys, in most cases, run their eye over the text, put down the words that are not familiar at the first glance, look them up in the dictionary (often without selecting from the various renderings there given), and think their task is done. In class they then produce a halting, word-for-word 'translation,' and express great indignation if the master is not satisfied: for have they not looked up all the words they did not know? Often I have glanced through the lists of words written out and convinced myself that three-quarters of the words would have yielded their meaning to the pupil if he had reasoned instead of contenting himself with the mechanical work of thumbing the dictionary.

Even if we assume that the pupil has a much better dictionary than the cheap and often typographically nasty compilations that are usually put in his hands,

will it enable him to discover 'the full content of every word'? Doubtless in the case of most words designating concretes; but when it is a question of abstracts, do we not find it difficult to explain the 'full content' of words even in the mother-tongue? And is it not much more difficult to explain them in another language? How do we arrive at the 'full content' of such words in the mother-tongue? Is it not by reading copiously? And is there any other way of acquiring the 'full content' of foreign words than meeting them again and again in various contexts? To my mind, Mr. Bridge overestimates the trustworthiness and helpfulness of dictionaries.

Teaching the pupils to get at the meaning of words by leading up to it, by making them utilize their present knowledge, by connecting the new and the old, requires more work and thought from the teacher than letting them look up words for themselves; but the Modern Language teacher is showing such keenness to take the right path, and not the easy path, that I am confident as to the future. Reform teachers have obtained acceptance for the general principle that the foreign language should be used, as far as possible, in the elementary stage; they will soon succeed in banishing from the intermediate stage the bilingual dictionary.

Mr. Bridge concludes by referring to the value of translation. I do not propose again to discuss this subject; but it seems desirable to point out that I maintain my objection to bilingual dictionaries, and notes which supply renderings of every difficulty, *whatever be the degree to which translation is employed.*

To my remarks on the exchange of books (MODERN LANGUAGE TEACHING, iv., p. 243) I should like to add the following quotation from Miss M. A. William's interesting *Report on the Teaching of English in the United States* (published by Sonnenschein at 2s.): 'An interesting feature of many of the Education Departments in the smaller towns is the excellent arrangement by which the public library furnishes to the various schools some forty or fifty copies of the same book, which are lent for a few weeks, and then passed on to another school. In this way plenty of variety for the reading lessons in the elementary schools is provided, at a minimum cost.' W. RIPPMANN.

LITERATURE.

Mr. Kirkman's answer to my letter in the last number of MODERN LANGUAGE TEACHING falls into two distinct parts.

The first part is mainly devoted to the suggestion of epithets for the use of the 'discerning reader,' to whom I am quite content to leave it to decide which, if any, of the terms 'useless,' 'irrelevant,' 'ill-mannered,' or 'impertinent,' best applies to my comments.

The second part of his letter is alone of any value, as it is not devoted to personalities.

Mr. Kirkman is 'grateful' for my 'comment'—namely, that, in my opinion, owing to the 'Reform in England' the literatures of France and Germany have received less attention in our schools in recent years.

His answer to the point raised is to 'admit that the "old method" did not altogether neglect French and German literature'!

And then follows the astounding sentence: 'What I assert is that, generally speaking, it would have been better for the literatures in question had it done so.'

That sentence means, I presume, that the total effect of all school teaching of French and German literature, up to the present time, not carried out according to the tenets of the 'Reform in England,' has been, not merely useless or indifferent, but positively harmful. *What those tenets are is, apparently, to be decided by the present discussion,* and therefore, until the discussion is concluded, this harmful teaching will have to proceed, if literature is to be taught at all in our schools.

In a former number of the paper the Editor kindly allowed me to express my

views on what I described as the 'Comparison of Opposite Extremes.' Here, it appears to me, we have the same thing—a severely objective criticism of the actual achievements of others on the one hand, and the rosy optimism of paternity on the other—only in an even more virulent form. These methods of intolerance and exaggeration I am likewise quite content to leave to the judgment of the 'discerning reader.'

H. G. ATKINS.

[What I mean is that *generally*, and making full allowance for individual exceptions, the French and German literatures were, under the old method, taught in such a way as to give the pupil an actual distaste for them. Therefore, I repeat the astounding statement that neglect would have been better, generally speaking. I never said anywhere that the 'Reform in England' had, as Mr. Atkins implies I said, a set of tenets applicable to the teaching of literature, and I have not the least hope that they will be decided by the present discussion, and never in any shape or form implied that I did. It is only by long years of careful experiment and observation that anything approaching a satisfactory method can be created, but this discussion will, I am sure, be helpful. What I did say, and am delighted to have an opportunity of repeating, is that 'though the Reform in England has already done much for the language, *it has yet to win for the literature its rightful place*, and put an end to the long period of its neglect.' Nothing can be more certain than this, and it is not only a question of creating a satisfactory method, but of getting much more time and attention paid to the subject, even if this means exacting less skill in the use of the language itself. I expect that what I hinted at in my introductory remarks will be proved correct by the discussion itself—*i.e.*, that the time which examining bodies compel teachers to devote to the language renders it now impossible to pay adequate attention to the literature. In spite of the —— tone of Mr. Atkins' letters, I once more must express my gratitude to him for helping me in giving prominence to this very important matter. —F. B. KIRKMAN.]

[This correspondence must now cease.—EDITOR.]

GERMAN-GERMAN VOCABULARIES.

I am obliged to your reviewer for his kind criticism of my *Deutsches Reformlesebuch* in your April number, but perhaps you will allow me a few words in reply to his remarks on the German-German vocabulary.

He says: 'Mr. Savory has not been able to avoid the inherent difficulty of all German vocabularies; the explanations will sometimes be found more difficult than the word, or will not necessarily mean the same to every pupil. That, however, is a point for discussion.'

As *ignotum per ignotius* is the pitfall which I endeavoured most to avoid, I should have been glad if your reviewer had given a few examples in support of his contention. In view of the fact that the vocabulary represents the work of several months, I should be grateful if you would kindly allow me to give a few words with their German explanations taken at random from the *Wörterverzeichnis:*

Eigentum. Das ist mein Eigentum, es gehört mir und keinem andern.

Entdecken, auffinden, was anderen noch unbekannt ist; Columbus entdeckte Amerika.

Feig: wer keinen Mut hat, is feig; Gegenteil von 'tapfer, mutig.'

Schweigen: kein Wort sagen, nicht sprechen.

Stimmen: (1) Die Brüder stimmen schlecht zusammen = sie können sich gar nicht gut vertragen, sie sind keine guten Freunde; (2) richtig sein; die Rechnung stimmt = ist richtig.

I leave your readers to judge from the above examples how far I have succeeded in the object which I had in view 'jedes im Texte vorkommende Wort in kurzer,

leichtverständlicher Weise in deutscher Sprache zu erklären' (see Preface, page 6).

D. L. SAVORY.

[It would have been more correct for the passage in the review quoted by Mr. Savory to read, after the words 'all German vocabularies,' *in the present uncoordinated condition of Reform method teaching.* Mr. Savory gives a sufficient example of what is meant in the explanation of the word *feig,* which he quotes. For many pupils will not know what *Mut* is. Again, in the explanation of *vertragen* we have, 'Er kann die Kälte schlecht vertragen = sie bekommt ihm nicht, sie schadet ihm.' If any pupil does not know the meaning of *bekommen* in this connexion and looks it up, he will find 'bekommen = erhalten. Ich bekam es, man gab es mir.' This, as an explanation of *bekommen,* used with reference to *die Kälte,* fails to satisfy. Again, *Eindruck* is explained as 'Wirkung, die durch etwas hervorgebracht wird.' Surely this is a little difficult. However, Mr. Savory has chosen to emphasize a criticism of minor importance in a review certainly intended to be complimentary.

YOUR REVIEWER.]

SOME QUESTIONS OF METHOD.

A few points in the syllabus of Mr. von Glehn's lectures on 'The Elementary and Intermediate Stage of a Direct Method French Course in Schools' call for comment or need amplification.

1. Is it not now generally conceded that ten is the best age to begin the first foreign language? Are there not many competent teachers who even prefer eleven? One very solid objection to the earlier age is that in very few schools the bulk of the pupils enter at nine or even ten. Far more, at any rate in the case of the ordinary Grammar School, enter at from ten and a half to twelve. Hence those who have begun at nine are kept for the most part marking time, a state of things conducive to ennui and inattention. Further, it seems doubtful whether the matter learnt earlier—except possibly the ability to pronounce—really counts much in the long-run. For it is a matter of experience with me, which can doubtless be corroborated by numbers of teachers similarly circumstanced, that boys coming to us directly from the elementary schools at the age of twelve, without any previous knowledge of French, manage in most cases, with the help of a few extra lessons, to catch up with those who have had a year's start of them, or more, by the end of their first year.

Under the present circumstances it seems preferable for average pupils to begin French at from ten and a half to eleven years of age. The class thus constituted would have one year's study before entering the four years' course prescribed by the Board of Education, in the first year of which the average age is twelve, and would supply that 'body of home-grown pupils' which Mr. von Glehn rightly insists upon 'to leaven the whole school.' The second year of the Board of Education course should then be fairly homogeneous, as the influx of new pupils in that year is small.

2. Is it conclusively settled that the use of distinct phonetic symbols is essential or even advisable? Some amount of re-spelling is undoubtedly necessary in the early stages, but many teachers, whose experience proves to them that the difficulties of young pupils in learning to spell in French are very great as it is, will prefer to avoid the necessity of teaching two completely different methods of spelling the language. To such I would suggest as a compromise a modification of the Abbé Rousselot's system, making a free use of accents to distinguish open and close vowels, and using a subscript tie in cases where a double sign represents a single sound—*e.g., eù, ou, gn, ch.* This necessitates the rewriting of only a few sounds comparatively, such as *au, eau* [ó], *g* palatal [*j*], etc.

3. How long a period—at how many lessons per week—is covered by Mr. von

Glehn's elementary stage? and what age will the average pupils have attained by the end of his intermediate stage? After how many years of instruction, beginning at the age of nine, will the pupil have acquired facility and exactness in the use of the indicative tenses? In my own system I name the year (or more) previous to the four years' course the preliminary stage, and the period immediately following—extending over the greater portion of the first two years of the course—the transitional stage, these two periods together constituting the elementary stage. In practice, the transitional stage covers the period required to get a *thorough* hold of the tenses of the indicative on the part of boys entering the school at the age of twelve ignorant of French, as it is they who set the pace, and not the 'home-grown' pupils. The intermediate stage commences as soon as the past definite is known, so that the pupils may be able to tackle ordinary continuous French with intelligence, and it covers the latter two years or so of the Board of Education course. The advanced stage then begins, which in schools of the ordinary Grammar School type would most frequently coincide with the sixth form. Will Mr. von Glehn kindly say whether he is able to insure a sound knowledge of the tenses, together with a correct and ready use of the objective pronouns—in fact, a satisfactory conversational basis on which to rear the study of literary French—at an earlier age than I have indicated, namely, by the fourteenth year in average cases? Of course, I am assuming that all common verbs are taught *pari passu*, not only the so-called regular ones. I may add that my method is to exclude all serious study of tenses other than the present from the preliminary stage, finding that the younger pupils have quite enough to do in mastering that one tense during their first year, especially as we insist on the use of pronouns almost from the start. This arrangement, further, renders it less difficult for the boys who enter later to overtake the others. I should be very glad to learn other teachers' experience on this point. My plan means, of course, that the acquisition of the preterite is postponed; but I think that the later understanding of it is all the sounder through the pupils' having *first* learnt to use the past indefinite readily (as they must on any natural conversational method), in conjunction with the imperfect, etc. Once they are really at home with the conversational tense—which may, by the way, be made to afford abundance of excellent verb-drill — the transition to the literary tense becomes easy and intelligent.

My letter is already so long that other points must be left for another time.

R. Herbert Pardoe.

REVIEWS.

The Cambridge History of English Literature. Edited by A. W. Ward and A. R. Waller. Vol. iii., Renascence and Reformation. Cambridge University Press, 1909. Pp. xii+587. Price 9s. net.

The third volume of the *Cambridge History of English Literature* contains no such important literary discovery as Professor Manly's contribution to volume ii. On the other hand, the period treated is of more general and popular interest. The most obvious criticism that occurs after the first casual inspection is that the editors have not paid sufficient attention to the spacing of the work. Eleven pages are devoted to Barclay, for example, as compared with thirty-five to Spenser, or seven to the Dissolution of the Religious Houses. More care should have been taken to prevent the zeal of specialists from outstripping their discretion, if the reader was to obtain a well-proportioned view of relative values.

Perhaps the least interesting chapters

in an interesting volume are those by the best-known authorities. Mr. Courthope has found little new to tell us about 'The Poetry of Spenser,' and his chapter leaves us curiously cold. It certainly does not suffer from overenthusiasm. Mr. Sidney Lee has also only repeated what has often been better said before, by himself among others, on 'The Elizabethan Sonnet,' and Professor Saintsbury's chapter on 'Elizabethan Criticism' is on lines familiar to all students of his more detailed work. The same writer is too abstruse for the general reader, and not sufficiently detailed for the scholar, when he deals with Elizabethan prosody—a subject which cannot be treated satisfactorily unless numerous examples and illustrations are given. These chapters all lack the freshness and zest which do so much to prove to younger students that the paths of learning are haunted by perennial joys. They do not 'at the very first give you a cluster of grapes, that full of that taste you may long to pass farther.'

Just the reverse is true of Professor Routh's chapter on 'The Progress of Social Literature in Tudor Times': the bibliography is extraordinarily interesting, and the letterpress fascinating.

Mr. Whibley is equally attractive on an equally delightful subject—'Chroniclers and Antiquaries'—which is really complementary to that of social literature. 'Elizabethan Prose Fiction' and 'Elizabethan English' are well treated by Professor J. W. Atkins; indeed, we are inclined to think the chapter on prose fiction is the most scholarly in the volume. The Marprelate controversy is, almost for the first time, clearly explained by Mr. Dover Wilson, whose bibliography on the subject will prove of inestimable value to students. The bibliographies are in fact, without exception, most satisfactory, and in themselves justify the work undertaken by the Cambridge Press and its courageous editors. But there is much besides for which lovers of literature must be grateful; and for this volume, as for its predecessors, the last word must be of praise and thanks.

A Treasury of English Literature (from the Beginning to the Eighteenth Century). Selected and arranged, with Translations and Glossaries, by KATE M. WARREN. With an Introduction by STOPFORD A. BROOKE. Messrs. Constable, Ltd. Pp. lviii + 973. Price 7s. 6d. net, or in seven volumes at 1s. each.

'The choice of the pieces, the translations of the Early and Middle English extracts, the arrangement of the work, are, it seems to me, equally good,' says Mr. Stopford Brooke in his introduction. There can be no two opinions on the subject. Miss Warren has executed an extremely difficult task with the utmost care, with fine scholarly judgment, and with admirable taste; the result justifies her labours, and there is no anthology of the kind in English which bears comparison with this volume. That by Mr. Hadow, issued by the Clarendon Press, is the only one which at all covers the same ground or answers the same purpose. We think that Miss Warren's work is essentially superior in scholarship and in choice of material. Book I. especially, with the excellent translations of Old English prose and poetry, printed on the same page as the original, brings home to the most ignorant reader the variety and worth of our early literature, while even those who have studied the older forms of the language will be grateful for Miss Warren's delightful renderings.

In Book II. many Middle English poems are represented, which are not available elsewhere except for long purses, and throughout the book one is conscious that the selection has been a work of love. In these days of book-making, there are many volumes of extracts and many anthologies of varying worth. It is a pleasure to find an editor so competent and so original. We confidently recommend the 'Treasury of English Literature' to all students, teachers, and lovers of literature, and are only surprised that the book, which was first published in 1906, has not been more widely advertised and more frequently reviewed.

If Messrs. Constable could publish the

one-volume edition on India paper, the book would be lighter and more agreeable to read.

History of English Prosody. Vol. ii., From Shakespeare to Crabbe. By GEORGE SAINTSBURY. Macmillan and Co., 1908. Pp. xvi+583. Price 15s.

This continues what is by far the best work Professor Saintsbury has yet attempted, and the only systematic account that has been written concerning English prosody. The virtue of this volume is the same as that of its predecessor; in that, Professor Saintsbury stated that he was himself quite sure 'that English prosody is, and has been, a living thing, for seven hundred years at least.' In his writing he makes the subject alive even to those who are apt to think it dull and uninspiring, and he accomplishes this by the force of his own enthusiasm. At the same time pedants and theorists may learn from his example to remember that form and matter and spirit are not different and separable parts of poetry, since

'. . . of the soule the bodie forme doth take;
For soule is forme, and doth the bodie make.'

It is not here the place, nor do we feel competent, to criticise the various theories advanced in this volume. It is useless to criticise the style, since it is too late nowadays to hope that Professor Saintsbury will ever adopt a simple and sincere mode of expression. It remains, therefore, only to emphasise the fact that he is doing in this work what has never been done before, and that also for the first time he is doing justice to his own wide reading and scholarship. The book is a real contribution to learning; and it is full of a genuine love of literature, and a gusto that carry author and reader triumphantly over the hard places.

Select Poems of William Barnes. Chosen and edited, with a Preface and Glossarial Notes, by THOMAS HARDY. Clarendon Press, 1908. Pp. xvi+196. Price 2s. 6d. net.

It is always pleasant for the reader when a poet consents to edit the work of a brother-poet, and in this case Mr. Hardy is peculiarly fitted to undertake the task, since, as he himself says in his preface, he is 'one of the few living persons having a practical acquaintance with letters who knew familiarly the Dorset dialect when it was spoken as Barnes writes it, or, perhaps, who know it as it is spoken now.' We wish he had thought it worth while to tell the uninitiated something of the life and circumstances of Barnes; many have been misled by his use of dialect to rank him with Burns as a peasant-poet. For such readers, a biographical note would have been useful. Some of them, too, would be grateful for a hint about pronunciation, and perhaps even for an explanation as to when standard English *s* is replaced by Dorset *z*. But these are trivial omissions; the volume, as a whole, is one which deserves unstinted praise. It is good to renew our acquaintanoe with Barnes in such a pleasant dress. The selections leave nothing to be desired. All the old favourites are there, and the poet exercises his old spell. He is a master of form and of expression; he can conjure up a scene or reveal an emotion in a few words. He gives us the magic of poetry, the charm of the country-side; he makes us understand in verse, as Mr. Hardy does in prose, the glories of his Dorset home. We can well believe that 'much is lost to the outsider who, by looking into Barnes's pages, only revives general recollections of country life.' Even the outsider, however, must carry away many grateful memories from his writings. Great poetry is universal in its appeal, however local in language or in association. Much of the poetry in this volume has this universality.

De Quincey's Literary Criticism. Edited, with an Introduction, by H. DARBISHIRE. Clarendon Press, 1909. Pp. 267. Price 2s. 6d. net.

This volume belongs to the same excellent series as the selections from Barnes. Miss Darbishire deserves thanks for her valuable estimate of De Quincey's powers as a literary critic, which she is

almost the first to discuss in a scholarly fashion. Her introduction deserves careful perusal throughout, but is perhaps at its best in the account of Wordsworth's influence on De Quincey.

The essays and selections are well chosen, and the volume is a worthy companion to those dealing with the literary criticism of Johnson, Wordsworth, and Coleridge. The Clarendon Press is doing admirable service by these cheap reprints.

Selected Poems of Matthew Arnold. Edited, with Introduction and Notes, by HEREFORD GEORGE and A. M. LEIGH. Clarendon Press, 1909. Pp. 124. Price 2s.

This book is intended primarily for school use, and attempts to keep three things in view. The poems chosen are to be characteristic of Arnold's special qualities, they are to appeal to the young, and to 'give pupils something to think about in connexion with other poetry and other subjects of study.' The last of these aims is obtruded rather unnecessarily, since the main virtue of literature, whether in or out of school, is to 'arouse, free, and dilate,' and only thus to teach. The introduction is in places above the heads of school pupils, and we do not think that the writers succeed in giving a very good account of Arnold's achievements as a poet. The notes are generally helpful, but they sometimes attempt too much—*e.g.*, the last on p. 50, which begins, 'Note the beauty of the closing passage.' That phrase is indicative of much unwisdom in ordinary attempts to 'teach literature.' It will be a happy day when schoolmasters and editors alike have learned the lesson that only harm can come from over-emphasis of 'the beauties' of poetry. On the whole, we think that the wise teacher will be able to dispense with the aid of this little volume.

Pope's Rape of the Lock. Edited by GEORGE HOLDEN. Clarendon Press, 1909. Pp. 102. Price 2s.

This volume contains thirty-two pages of introduction, twenty-nine pages of notes, and only twenty-five pages of text. Yet 'The Rape of the Lock' is not peculiarly difficult to appreciate or to understand, nor are we much helped towards comprehension by a detailed genealogical account of all the characters mentioned in the poem, and a list of 'the nine children of Henry Fermor and Helen his wife.' Here, again, in what is professedly a school edition, there are surely overelaboration and lack of proportion. Several of the fourteen pages of introduction dealing with 'the persons concerned' would be better omitted. The rest of the prefatory matter is useful and to the point, the notes are clear, and wisely do not attempt too much. Mr. Holden has done his work carefully, and his edition is likely to prove useful. Subject to the above reservation, we cordially recommend it as the best with which we are acquainted.

A First Book in English Literature. Parts iii. and iv. By C. L. THOMSON. Horace Marshall and Son. Pp. 355 and 374. Price 2s. 6d. a volume.

If Miss Thomson is right, and it is necessary to give school-children a 'simple chronological account of our literature,' we have met with no book as satisfactory as her own for the attainment of this object. She writes freshly, interestingly, and with genuine first-hand knowledge and appreciation. The illustrative passages are well chosen and by no means hackneyed; they are likely to send the intelligent boy or girl to the originals.

Miss Thomson seems to have found the happy mean; she devotes sufficient space to individual authors and their works, but manages at the same time to give an historical background, which makes it possible to realize the development of English literature. The book lists—unfortunately omitted from Part iii.—are very useful, and the portraits and other illustrations are most attractive, and unlike anything to be found in books of a similar type and price.

We have only one fault to find with the books—namely, their weight. It is true the print is large and the paper fairly thick, but we think these merits

need not be sacrificed even if the volumes are made easier to carry about and to handle.

The Teaching of English Composition. By E. E. Covernton. J. M. Dent and Co. Pp. 97. Price 1s. 6d. net.

Miss Covernton is evidently an enthusiast on her subject, and this book is pleasantly written and very suggestive. No one can read it without feeling that she is an admirable teacher, and that she herself achieves excellent results by the method she advocates. It is not equally clear that other teachers would be well advised to adopt her plan in its entirety. There is considerable doubt whether the literature and the composition classes should as a rule be quite so closely related as this little book implies; in the lower forms, especially, other kinds of composition—letter-writing, for example—seem to be essential, and in practice no doubt would be introduced. Indeed, we are inclined to think that the teacher of literature will derive even more benefit from Miss Covernton's advice than the teacher of composition. But, since we cordially agree that the same person should be responsible for both subjects, that in no way detracts from the merit of the book. All those who are disheartened by what sometimes appears a thankless task, and all whose first ardour has abated, should certainly hear what Miss Covernton has to say, while those who are still novices will gain many hints and avoid many pitfalls if they read this volume. To quote the words of Professor Rippmann, it is 'evidently inspired by broad human sympathy and a love of literature.'

Tables synoptiques de Phonologie de l'ancien français. Par H. E. Berthon, M.A., et V. G. Starkey, B.A. Oxford: Clarendon Press. 1909. Paper covers, 2s. 6d.; stiff boards, 3s. 6d.

This work represents a vast amount of ungrudging labour and no little ingenuity. The large pages (12 inches by 10 inches) are divided into *casiers* or compartments, with convenient lettering and numbering to facilitate reference, and with a splendidly clear arrangement of types; the whole get-up is the best that the Clarendon Press can do. Its object is to give in some twelve tables a conspectus of the phonology of Old French. The beginner in romance studies with his lecture notes beside him, and the grammar of Nyrop or Schwan-Behrens, should be able to fix in his memory the laws that have formed the language of the Roman colonist of Gaul into the French he may read throughout his academic course. What we most regret is the absence of an index of quoted words, or, at any rate, of subjects. We feel, also, that in some cases the *remarques*, arranged as footnotes, should be much fuller. The work of necessity suffers occasionally from its very conciseness. The effort to condense the development of Latin *a* into some twenty square inches must lead to omissions. Incidentally this condensation led to the serious error of stating that *ai* occurs as an ascending diphthong in the *Vie de Saint Léger;* the very statement ought to have caused the authors carefully to check their reference, when they would have seen that their example from that early monument was not the diphthong *ai* but *aï* [païs $<$* *pagensem:* venir, strophe 36]. We do not think that *ie* $<$ palatal + *á* is adequately treated; some mention should have been made of the large number of O.F. infinitives in *-ier* now reduced to *-er*; on the same page no place is found for palatal + *a* + nasal. In the *remarques* following this table of tonic vowels the statement that *a entre palatales* $>$ *i* should have been qualified by a reference to Tables III., rem. 1, and IX. a B, the progression not being a purely French one. In Table II. (voyelles toniques entravées), F. 4, *poing* is a bad example to quote alongside with *coin*; the orthography is faulty, and if used should be explained. In the treatment of *cw* (Table VI., C. 4), we feel that it is a mistake to quote an old form, *aive* $<$ *aqua*, side by side with a modern, *suivre* $<$ *sequere*, when the older *sivre* would have been more appropriate, and also it seems wrong to insert here *cuisine*

and *sarcelle*, since in these words there is ample justification for assuming the reduction of *qu* > *c* to have taken place in popular Latin already. The editors rightly explain the aspirate *h* of *haut* by analogy with the O.H.G. *hauh*, but a like remark applies also to *herse* (cognate German *Harke*, Eng. *harrow*); they might also have stated that Germanic words with initial *w*, and similar meanings, also influenced *gué*, *guêpe*, and *gâter*.

In the *Chronologie* we should consider it safe to include in the *Période du latin vulgaire* such phenomena as are common to two or more of the Romance languages, as, for instance, *tl* > *cl*, etc.

We feel that the authors have produced a useful book, and one which should be most acceptable to those preparing for the Cambridge Medieval and Modern Languages Tripos, and the corresponding Honours School at Oxford.

A. T. B.

Commercial and Technical Terms in the English and Spanish Languages. By R. D. MONTEVERDE. Whittaker and Co. Pp. 119. Price 2s. net.

We tested this little dictionary of commercial phrases with the first business letter that came to hand, and the result was fairly satisfactory, though no suggestions were forthcoming for several words we expected to find in the book. The usefulness of such a compilation lies in the clearness with which it points out the idiomatic uses to which a word may be put.

The misprints in the Spanish part are very numerous.

Spanish Idioms, with their English Equivalents. By R. D. MONTEVERDE. Whittaker and Co. Pp. 102. Price 2s. 6d. net.

In these days of scientific indexing there is no excuse for the unsatisfactory grouping adopted in this collection. Where the idioms are arranged according to their principal word a strict alphabetical order is not even adhered to, and certain expressions that should occur once appear several times. The suggested English equivalent does not always approach the Spanish phrase as nearly as it might; too often it is weak and pointless where the Spanish is particularly terse.

The system of accentuation used by the author is peculiar, and decidedly inferior to that adopted by the Spanish Academy.

French and English Parallels. By F. R. M. FURSDON. Methuen, 1909. Pp. xvi +272. Price 3s. 6d. net.

If this book is intended for use in schools, as the preface implies, the author will be disappointed. Even if the price were not prohibitive, the unsystematic way in which the material is presented would suffice to repel the teacher. It would seem that the author had, in the course of his reading, noted French phrases and supplied renderings or parallels from English writers, and had then classified his materials under the headings: I. Idioms, II. Metaphors, III. Maxims and Proverbs. In the first section the arrangement is alphabetical, *Ah! par example* [sic] appearing under A, *d'essuyer* under D, *elle aurait vite fait* under E. The first two expressions would naturally appear as *par exemple* (under P), *essuyer* (under E); in the third there is no reason why *elle* should be preferred to *il*. The following renderings will show the hurried way in which the work has been done: *aller par saccades*, 'jerkily'; *au bas mot*, 'to understate'; *blaguant tout*, 'to ridicule everything'; *de perdre pied*, 'gives way under'; *il y a de quoi*, 'There was reason to.' To render a participle by the infinitive, a present by a past, is downright carelessness. In the second section a different system is adopted, the initial of the chief word of a phrase being taken into account; thus, A begins with sentences containing *argent*, *aller*, *avoir*, *avril*, *aiguille*. Why the chief words are not given in alphabetical order is not clear. The third section contains French quotations (only the author's name is given, no reference to the particular works from which they are taken) and parallels, not only from English literature (as the title of the book would lead one to believe),

but from Tolstoi, Antoninus, Japanese, Italian and Spanish proverbs, La Rochefoucauld (translated), Cervantes, Seneca, Tacitus, etc. The term 'parallel' is loosely interpreted ; thus, 'knowledge is power' appears beside *Qui dit averti, dit muni*, and Sir Philip Sydney's 'Come sleep, oh, sleep the certain knot of peace,' etc., beside *Qui dort dine* [sic]. The printing itself is creditable ; we have noticed only about sixty misprints. On the whole, we may say that the book is an amateurish production, too unmethodical to have scientific value, and quite unsuitable for school use.

Easy Lessons in French. Books I. and II. By V. P. KITCHIN, B.A. Published by Cassell. Price 6d. each.

These two small books provide a series of graduated lessons designed to meet the needs of young beginners. Each lesson contains : (*a*) Reading matter in French ; (*b*) a French-English vocabulary of new words occurring in the text ; (*c*) notice of grammatical points set forth in English ; (*d*) phrases (with English equivalents) to be learnt by heart ; (*e*) questions in French on the text. Each book contains a general French-English vocabulary. The second contains also a list of the irregular verbs, the principal parts of which are arranged in columns. In his introduction the writer insists upon care being taken with pronunciation, and throughout 'liaison' is indicated.

The illustrations are very attractive. An honest attempt has been made to combine the old and the new method, but it must be confessed that these books preserve many of the least desirable features of the old.

FROM HERE AND THERE.

DURING the first three months of 1908 sixty-four new members were elected to the MODERN LANGUAGE ASSOCIATION ; during the same period of 1909 ninety-six, an increase of just 50 per cent. If members are active in recruiting, the number in the members' list for 1910 ought considerably to exceed 800.

Applications are, or have recently been, invited for no less than four Professorships of French. The stipend of the Professor at Birmingham University will be £500, that of the Professor at Manchester University £600. The Oxford post, the creation of which is recorded below, is to be worth £500, and the Belfast post £500. It is to be hoped that the French and German practice of having a native, not a foreigner, for Modern Language Professorships, and giving him the assistance of a foreign *Lektor*, will be followed, an exception being only made in the case of such foreign teachers as have been teaching in English Universities for some time, and have given evidence of their exceptional qualifications.

The Terminology Committee, particulars of which were given in our last issue, have received a number of valuable suggestions from teachers and others. Their labours will last some time, and they would welcome further contributions, which should be sent to Mr. E. L. Milner-Barry, Littledean, Berkhamsted.

The Board of Education have issued their annual Table of Holiday Courses on the Continent for Instruction in Modern Languages. It contains particulars of seven courses in Germany and Austria (Greifswald, Jena, Marburg, Neuwied, Lübeck, Kaiserslautern, Salzburg), three in Switzerland (Geneva, Lausanne, Neuchâtel), one in Spain (Santander), one in Italy (Florence), and no less than eighteen in France (Besançon, Dijon, Grenoble, Nancy, Boulogne, St. Servan, Paris [two

courses, arranged by the Alliance Française and the International Guild respectively], St. Valery-sur-Somme, Tours, Versailles, Honfleur, Bayeux, Granville [two courses, arranged by the Bayeux Committee of the Alliance Française and by the Governors of the Regent Street Polytechnic respectively], Caen, Lisieux, Villerville.

We have received the interesting prospectus of the Holiday Course to be held at Rouen this summer. The general arrangements seem thoroughly satisfactory, and the town of Rouen has many attractions that would alone repay a sojourn there. Students are admitted for a week (fee, 15 francs), a month (50 francs), or for the whole course from July 15 to August 25 (75 francs). For particulars apply to Monsieur Chevaldin, 23, Rue Bouquet, Rouen (Seine-Inférieure).

BELFAST, QUEEN'S COLLEGE. — The University Commissioners have invited applications for the Professorship in French Language and Romance Philology (salary £500), and for the Lectureship in English Language (salary £250). The appointments will cease to have effect after the expiration of seven years from the day appointed by the Lord-Lieutenant for the dissolution of the Royal University of Ireland, but any person then retiring from office may be reappointed by the Senate. Persons appointed to Professorships or Lectureships will probably take up their duties in October or November of the present year.

BIRMINGHAM UNIVERSITY. — Mr. R. Herbert Pardoe has delivered a course of six lectures (with demonstrations by different classes) on the teaching of Modern Languages by the Direct Method to the students (post-graduate) for the Secondary Teaching Diploma of the University.

GLASGOW UNIVERSITY.—A significant step has been taken by this University, and it is anticipated that the other Scots Universities will follow Glasgow's example. Principal MacAlister has announced that in the bursary examinations the same maximum marks are henceforth to be assigned to all languages. French and German, accordingly, will count for as much as Latin and Greek. 'To the outsider,' says a Scots contemporary, 'this may appear a small matter, but by those that have for years been fighting for a better recognition of the claims of Modern Languages it will be felt that now more than half the battle has been won.' The concession removes a serious handicap on French and German, and now it becomes still more urgent that the existing Modern Language Lectureships should be elevated to the status of Professorships.

LIVERPOOL UNIVERSITY.—Dr. J. Fitzmaurice Kelly, D.Lit., F.B.A., has been appointed Gilmour Professor of Spanish.

LONDON UNIVERSITY, UNIVERSITY COLLEGE. — Mr. Gerald Gould, B.A., Fellow of the College, has been elected to the Quain Studentship in English, as from September 1, 1909. Mr. Gould graduated B.A. with first-class honours (classics) in 1905, and has published a volume of poems called 'Lyrics,' and an essay on 'The History of the Lyric,' for which the Quain Essay Prize was awarded to him in July last.

LONDON UNIVERSITY.—The number of applications for admission to the Holiday Course for Foreigners arranged by the University is greater than in any previous year, although it has been decided no longer to accept students for a fortnight only. As the number is strictly limited, early application should be made; it does not seem likely that there will be many vacancies after June 15.

OXFORD UNIVERSITY. — On May 4 Congregation passed a decree providing for the establishment of a Professorship of

the Romance Languages, with a stipend of £500 a year, to which sum the Curators of the Taylor Institution contribute £300, the University Chest £100, and the Common University Fund £100.

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OXFORD UNIVERSITY.—A Lectureship in Japanese has been established, and Mr. J. Harrington Gubbins, C.M.G., has been appointed to the post.

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OXFORD, LADY MARGARET HALL.—A Scholarship of £40 a year for three years has been awarded to Gwendolen Watkinson, Glasgow High School and Liverpool High School (English Literature); a Jephson Scholarship of £45 a year to Clementine M. E. Benthall, Sandecotes School, Parkstone (Latin and French); and a Scholarship of £35 a year to Violet A. Hyett, Mortimer House School, Clifton (English Literature). Commended: Gladys Maltby, Bedford High School (French and German).

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OXFORD, SOMERVILLE COLLEGE.—The following have been elected to College Exhibitions of £25 for three years: Latin and French, Dorothy Skinner, of Conamur School, Sandgate; English, Elizabeth Whyte, of Aberdeen University. Highly commended: French, Margaret Burge, of St. Nicholas, Folkestone; English, Esther Legge, of Aberdeen University.

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ST. ANDREWS UNIVERSITY. — The balance of receipts for the memorial to Mrs. Oliphant in St. Giles's Cathedral, Edinburgh, has been handed over to the University Court of St. Andrews to found an annual prize of £10 in English Literature.

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BRYN MAWR COLLEGE, PENNSYLVANIA, has established five free scholarships for five German women University graduates.

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MYSORE, MAHARAJA'S COLLEGE.—The Professorship of English Language and Literature is vacant. Applications should be sent to the Inspector-General of Education in Mysore, Bangalore, South India, by June 10.

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We regret to announce the death, which took place suddenly last month, of Mr. T. B. Lamburn, B.A., of St. Olave's School. He had been a member of the Association since 1895, and was for many years also a very active member of the Assistant Masters' Association.

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The Rev. W. S. MACGOWAN has retired from the headmastership of St. Andrew's College, Grahamstown, Cape Colony.

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MR. THOMAS REA, M.A., F.R.U.I., Professor of German at Bangor, has been appointed to an Inspectorship under the Intermediate Board of Education in Ireland.

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Mr. C. E. THOMSON, M.A. Cantab., L.-ès-L., Paris, has been appointed French and German Master at St. Marylebone Grammar School.

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M. JACQUES BARDOUX has founded an association to group together all Frenchmen in Paris who have been educated at British Universities or in British public schools. The object is to reunite men of intelligence and energy, 'who, faithful to the memory of the lessons they have received, desire to propagate the benefits they have received in the world of ideas'; and 'to create a centre where, in a certain measure, those who have profited by British hospitality can do something towards paying off the debt of gratitude which they owe to members of British Universities passing through Paris.'

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Un de nos plus distingués professeurs du lycée Condorcet, M. A. Ponge, vient

d'avoir une idée originale. Il veut instituer le *Musée de la Parole.*

'Qu'est-ce que cela ?' allez-vous dire.

C'est plus simple qu'on ne le pourrait croire. Ce Musée se propose de recueillir, de classer et de conserver des spécimens *parlés* de toutes les langues, de tous les dialectes et patois usités en France. Il possède déjà les documents qui se sont accumulés au laboratoire de phonétique expérimentale du Collège de France, depuis sa fondation. Le ministre de l'instruction publique a promis d'inaugurer cet original Musée. Il y entendra la voix de Mistral réciter quelques vers de *Mireille*, et des auditions littéraires tout à fait curieuses de contes, légendes des pays basques et bretons. Pour les personnes que ce Musée intéresserait, voici l'adresse de celui qui s'en occupe avec autant de zèle que de bonheur : M. A. Ponge, 108, boulevard de Clichy, à Paris.—From *Les Annales*, May 2, 1909.

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Offers of Exchange.—Miss F. M. S. Batchelor (Grassendale, Southbourne-on-Sea, Hants), the Association's hon. secretary for the Exchange of Children, has received the following offers of exchange: A German lad in Herrenhausen for the holidays, beginning July; a German lad in Darmstadt for the holidays, end of June. Any number of English exchanges are wanted for both France and Germany.

* * *

Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10 to 11.30 a.m. on October 2, 16 and 30 and November 13 and 27 on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted; and five lectures from 12 to 1 on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetics lectures alone is 7s. 6d., for the Method lectures alone 5s., for both courses 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.), who will, however, only deliver the lectures if there is a sufficient demand.

GOOD ARTICLES.

Journal of Education, April, 1909: Uniformity (Audi Alteram Partem); A Plea for Uniformity (Advocatus Diaboli); Some Educational Aims in a School for Girls (Miss E. M. Leahy); The Simplified Spelling Society (William Archer); Co-operation between School and Library (A. E. Roberts); May, 1909: Co-operation between School and Library (W. C. B. Sayers; L. S. Jast).

School World, April, 1909: On the Teaching of French in a Secondary School (E. J. A. Groves); May, 1909: On the Teaching of French in a Secondary School (E. J. A. Groves); Leaving Examinations and Scholarship Competitions (A. R. Pickles); The Qualifications and Training of Modern Language Teachers.

Educational Times, April, 1909: The Educational Value of Play (J. L. Paton); May, 1909: Discussion on 'The Relations between Headmasters and Assistant Masters.'

The A.M.A., May, 1909: Training, with Special Reference to the Training of Modern Language Teachers (W. O. Brigstocke).

Les Langues Modernes, April, 1909: L'Enseignement du Français; Réflexions sur les Instructions relatives à l'Enseignement des Langues vivantes (B. Bell).

Bollettino di Filologia Moderna, February, 1909: Über Ausprachlehre und Lautschrift (A. Gundlach); Il metodo fonetico nell' insegnamento neofilologico (Lelia Cavalli).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME V. No. 5 JULY, 1909

QUOUSQUE TANDEM?

IT is the year of Professor Viëtor's *Jubiläum*. How far have we advanced since 1882, when his pamphlet *Der Sprachunterricht muss umkehren* appeared at Heilbronn under the pseudonym which I have borrowed for my title—*Quousque tandem?* It was a challenge twenty-seven years ago; it is a challenge to-day. Have we in Modern Language teaching progressed in these twenty-seven years at all commensurably with our opportunities?

Circular 705 of the Board of Education (April, 1909) shall furnish the answer:

'It is, however, certainly not the case that as yet the standard of language instruction throughout the State-aided schools in the country, taken as a whole, is to be regarded as high, and there are several inspectors who are unable to point to any schools in their districts in which it is more than mediocre. Various reasons are incidentally suggested for this state of things by the inspectors. Some of them are disposed to think that the recent development of the so-called "oral" or "conversational" methods has somewhat defeated its own ends owing to the adoption of such methods before a sufficient number of teachers properly qualified to practise them have become available.'

That is the deliberate judgment of the Board of Education, and there is only too much evidence available from other sources than those open to His Majesty's inspectors to bear it out.

But what does the Board propose to do to remedy this lamentable condition of things?

Nothing. It is scarcely credible, but it is incontrovertible. *Nothing.* Circular 705, 'Memorandum on Language Teaching in State-aided Secondary Schools in England,' is

put into your hands, and you open it eagerly. You remember helpful documents on other subjects that have reached you from the same source in the past on History, on Latin, on Mathematics. Surely now at last the Board has awakened from its long apathy—has realized the vital importance to the nation of stimulating progress in Modern Language teaching! *Quousque tandem?* you have cried in the past. Yes, assuredly Mathematics matter, and the correct pronunciation of Latin, and the due study of architecture in history, and many other things; but to nine-tenths of the nation which matters most — to get the exact shade of correctness over Latin diphthongs (there have been *two* circulars on this), or to converse with unblushing accuracy and ease with our neighbours in Paris and Berlin? *Quousque tandem?* Surely the Board has at last awakened from its notorious apathy as to Modern Language work! Here at least is the answer to all our problems; this will set us right.

We open Circular 705. We plough through six dreary pages of accounts—a sad record of the blind leading the blind in the past; a dismal confession of administrative failure! The blind leading the blind? Nay, the blind leading those who could see, but who from direst poverty were forced to take the blind man's alms and go whither he led them. We are getting anxious. Only two pages more. Will two pages be enough to cope with all the problems that for two years have stared us in the face? We read on: hope fades: despair!

'In the meantime an attempt has been made to form some impression of the advance in the study of languages as it reveals itself to the inspectors during their ordinary visits to schools, and during the more elaborate inspections which are carried out in each school at intervals of some four years by groups of inspectors, including, as a rule, some inspector specially qualified to form an opinion on the question of languages. The inspectors are able to point to a certain number of schools in which these subjects can be regarded as being extremely well taught. These schools are of all types and in all parts of the country. They include not only high schools, such as those of the Girls' Public Day School Trust, but also small country grammar-schools and large schools in commercial and industrial centres. There are other schools in which, although the teaching of languages cannot be said to have reached a very high point of development, notable improvement has been observed between one full inspection and the next. There are others, again, in which the general level of instruction is not well maintained, but good and enthusiastic work is being done by individual teachers. . . .

'In many schools the reorganization of language teaching could only be effectively carried out with the aid—at any rate for a term of years—of a specialist; and specialists are scanty in numbers and expensive to obtain, and hitherto many of the schools have not, for financial reasons, been able to employ them.'

This is all—this, and the passage above quoted, and a paragraph on German, which one would like to characterize as it deserves; but let me not be among those who κυριότητα ἀθετοῦσι δόξας δὲ βλασφημοῦσιν.

In the whole of this deplorable document, if one point stands out as more ominous than the rest, it is surely the reference to the crudity of the teacher. Many other points of evil omen there are—the marked absence of the great public schools in the list of schools where Modern Languages 'can be regarded as extremely well taught'; the apparent superiority of the girls' schools to the boys'; the state of things revealed by the full inspections, 'including, *as a rule*, some inspector specially qualified to form an opinion on the question of languages'; the terror of a country where 'specialists are scanty in numbers'; the salary standard of a Board which, contemplating the pittances eked out to Modern Language specialists, refers to them as 'expensive to obtain.' Here indeed is food for anxious thought; but the supply of teachers—that is the root of the evil.

'Before a sufficient number of teachers properly qualified to practise [these methods] have become available' . . .

'Specialists are scanty in number.'

Confessed — a thousand times confessed! But who has brought this about? The Modern Language teachers of England are crying aloud for help. There is no body of teachers in the country—I speak with confidence—who so keenly realize their own deficiencies, so eagerly take the chances that are offered them, so earnestly ask for guidance, so gladly welcome advice.

And what does the Board do to help them? Are there on the whole staff of the Board more than one or two inspectors whose advice on Modern Language teaching commands the instinctive respect of the competent up-to-date teacher?

Has the inspectorate a common policy? Is it not a fact that an inspector in the North will give advice diametrically opposed to that offered under similar circumstances by an inspector in the South?

Is there a single woman inspector who is an expert in the teaching of Modern Languages?

What has the Board done to stimulate training? What, rather, has it not done to diminish the value of training as a professional asset, and so to cripple the training colleges? Where has the Board given to struggling Modern Language teachers in England directions at all comparable in value to those in the Prussian regulations (August, 1908) or those available in France? In short, has it done anything at all but issue Circular 705?

For ten years I have studied intimately the problem of Modern Language teaching in England, and I am afraid I can still count on my fingers the teachers of Modern Languages, both men and women, whom I would judge to be sufficiently expert to be worthy of handing on their systems and their methods to another generation.

And the training colleges—what are they doing? How far are they contributing to the nation's need? Statistics happen to be at hand for

three of the best-known secondary training institutions for women—the Cambridge Training College, Bedford College Training Department, and the Training Department attached to the Mary Datchelor School. I take these quite at random—they happen to be handy for reference; but the facts are significant. Out of thirty-nine students leaving this year, only three possessors of degrees offer French or German as their principal subject. Of these three, only one has a Modern Language Honours degree—one thirty-ninth of the whole output! And no wonder!

* * * *

After much searching of heart, a great commercial nation entrusts the education of the country to a Cabinet Minister and a Board of Inspectors and other officials. At the end of several years of their administration a question about Modern Language teaching is asked in the House. Circular 705 is the answer. The facts are appalling enough; far more appalling is the attitude of the Board.

What can be the verdict of England upon its Board of Education other than that pronounced on feebleness and ineptitude of old? —*Weighed in the balances, and found wanting.*

* * * *

'My heart was hot within me: the fire kindled: *at the last* I spake with my tongue.'

F. M. PURDIE.

MODERN LANGUAGES AT OXFORD.

As the Vice-Chancellor of the University of Oxford (Dr. T. H. Warren, President of Magdalen) reminded us in his address at the last annual meeting of the Modern Language Association, the history of Modern Language studies at Oxford is closely bound up with the history of the Taylorian Institution. This unique foundation owes its origin to Sir Robert Taylor, who in 1788 bequeathed the bulk of his fortune of £180,000 to the University of Oxford to establish an institution for the teaching of modern European languages. Owing to certain contingencies, the bequest did not take effect till 1835. Ten years later the fine building known as the Taylorian Institute, at the corner of St. Giles's Street and Beaumont Street, and almost opposite the Martyr's Memorial, was erected from designs by C. R. Cockerell, R.A., and a large sum was expended on the formation of a library representing the literatures of modern Europe. The management of the institution was vested in a Board of Curators, with the Vice-Chancellor as chairman. In 1848 Dr. F. H. Trithen was appointed 'Professor of the Modern European Languages,' and in 1854 he was succeeded by Max Müller. When, in 1868, the latter

was elected Corpus Professor of Comparative Philology, the Professorship of Modern European Languages lapsed, but instead 'Taylorian Teachers' of French, German, Italian, and Spanish were appointed. They did valuable pioneer work, but were greatly hampered by the fact that Modern Languages had as yet no place in the degree courses or examination statutes of the University.

An important forward step was taken by the University in 1872, when French and German were added to the list of subjects for the Final B.A. Examination in the Pass School, and made alternative with Greek and Latin. Nor must we forget the important work of the Delegates of the Oxford Local Examinations, who in 1875 obtained powers to hold Examinations for Women. Amongst these examinations was 'The Oxford University Examination for Women (Honours),' conducted on the lines of the University Final Honour Examinations, and including an Honour Examination in French, German, Italian, and Spanish, which did much to prepare the way for the establishment of an Honour School of Modern Languages in the University.

This was accomplished in 1903, when a statute was passed, establishing an Honour School of Modern Languages—French, German, Italian, Spanish, together with such others as might from time to time be added.* The statute made a *viva voce* in the colloquial use of the language an integral part of the examination, and directed that as far as possible equal weight is to be given to language and literature. It placed the examination under the supervision of a Board of Studies, with powers to make regulations as to the subjects of examination in each language.

According to the regulations now in force, the subjects of examination in any language in the Honour School are:

I. The Language as Spoken and Written at the Present Day.

Candidates will be examined—

(*a*) In original composition in the Language;

(*b*) In translation of a passage or passages of English into the Language;

(*c*) In the colloquial use of the Language.

Every candidate will be required to show a competent knowledge of the Language as spoken and written at the present day. Those who shall have shown proficiency in its colloquial use, and shall also have obtained Honours, shall be distinguished accordingly in the Class List.

II. Prescribed Authors.

Candidates will be examined in the following texts, which are to be studied (1) with reference to the forms of the Language; (2) as examples of Literature; and (3) in their relation to the history and thought of the period to which they belong.*

In French.

The oldest monuments (*Strasburg Oaths, Eulalia, St. Leger*).

Alexis.

La Chanson de Roland.

* Only the French and German lists are here given.

* Russian was added in 1904.

Beroul: *Tristan.*

Aucassin et Nicolete.

Joinville: *Vie de Saint Louis.*

Montaigne: *Essais* (I. 19, 22, 24, 25, 27; II. 8, 10, 12, 18; III. 2, 3, 8, 9).

Pascal: *Pensées. Lettres Provinciales* (4, 5, 6, 7, 9, 11, 13).

The Classical Drama, with a special study of—

(*a*) Corneille: *Le Cid, Le Menteur.*

(*b*) Molière: *L'École des Femmes, Critique de l'École des Femmes, Don Juan, Tartufe, Le Misanthrope, L'Avare, Les Femmes Savantes, Le Bourgeois Gentilhomme.*

(*c*) Racine: *Andromaque, Phèdre, Athalie, Les Plaideurs.*

J.-J. Rousseau, with a special study of *Discours sur l'Inégalité, Lettre sur les Spectacles, Émile.*

Victor Hugo, with a special study of *Les Châtiments, Les Contemplations, La Légende des Siècles, Hernani, Notre-Dame de Paris.*

In German.

The Gospel of St. Mark in Gothic.

Braune: *Althochdeutsches Lesebuch* (fifth edition), Sections iv (Cap. IV), xvi, xxiii (extract i), xxviii–xliii, omitting pp. 114–138.

Bartsch: *Liederdichter* (fourth edition), i–viii, xiv, xv, xxi.

Nibelungenlied (ed. Bartsch).

Wolfram von Eschenbach: *Parzival* (Books III, V).

Meier Helmbreht (ed. Panzer).

Hans Sachs: *Dichtungen von Hans Sachs* (ed. Tittmann, dritter Teil).

Kunst und Volkslied der Reformationszeit (ed. Kinzel).

Lessing: *Hamburgische Dramaturgie.*

Goethe: *Götz von Berlichingen, Egmont, Iphigenie auf Tauris, Torquato Tasso, Faust; Gedichte* (*Balladen und Vermischte Gedichte*).

Schiller: *Die Räuber, Wallenstein, Die Braut von Messina, Über naive und sentimentalische Dichtung.*

Heine: *Zur Geschichte der Religion und Philosophie*, Books I–III.

Grillparzer: *König Ottokars Glück und Ende.*

Kleist: *Der Prinz von Homburg.*

Hebbel: *Die Nibelungen.*

III. History of the Language.

Candidates will be examined in the Philology and History of the Language (or Languages) which they offer, and in translation of early authors not specially prescribed.

IV. History of the Literature.

The examination in the History of the Literature of a Language will not be limited to the prescribed texts. It will include the history of criticism and style in prose and verse, and the history, especially the social history, of the corresponding country or countries of Europe.

V. Special Subjects.

Candidates who aim at a place in the first or second class will be expected to offer a Special Subject, which may be chosen from the following list:

French.

1. Anglo-Norman, to be studied with special reference to (i) Philippe de Thaon, *Le Bestiaire;* (ii) *Boeve de Haumtone;* (iii) N. Bozon, *Contes moralisés.*

2. Provençal, to be studied with special reference to Bertrand de Born and *Flamenca.*

3. The literary relations between England and France from the French Revolution to the year 1850.

4. The history of literary criticism from 1800 to 1870.

German.

1. Old Saxon and Middle Low German, to be studied with special reference to (i) *Heliand,* (ii) *Reinke de Vos.*

2. Old English, to be studied with special reference to Beowulf.

3. The literary relations between England and Germany in the eighteenth century.

4. The German drama since Goethe, including Grillparzer's dramas.

Questions will not be set on works published after 1900 A.D.

Candidates who desire to offer any subject or period not specified in the list as a Special Subject must obtain the leave of the Board of Studies seven months before the examination. Candidates who offer a period of Literature will be expected to show a competent knowledge of the history, especially the social history, of the corresponding country or countries of Europe during that period.

The following scheme of papers for each language is contemplated:

1. Translation from English.
2. History of the Language.
3 and 4. Early prescribed texts, and questions thereon.
5. (*a*) Unprepared translation from Old French authors.
(*b*) Gospel of St. Mark in Gothic, and unprepared translation from OHG. and MHG. authors.
6 and 7. History of the Literature.* In both these papers candidates will be expected to show such knowledge of the political and social history of the country as shall be necessary for the profitable study of its literature.
8 and 9. Modern prescribed authors and questions thereon.
10. Special Subject.

Before being admitted to the Final Examination in the Honour School of Modern Languages, candidates must have entered on the eleventh term from their matriculation,† and must have passed—

1. *Either* Responsions (in Arithmetic, Algebra or Geometry, Greek and Latin),

Or an equivalent examination accepted by the University in lieu thereof;

2. An examination *either* in Holy Scripture, including the Greek text of two Gospels, *or* in a (Greek) book offered instead thereof;

3. An examination chosen by the candidate from among a number of alternative examinations,* the most suitable of which seems the examination in Groups B (2) (French) and B (5) (German) of the Pass School.

The regulations for the examination in these groups are:

B (2) FRENCH LANGUAGE AND COMPOSITION.

1. The following books are to be specially prepared:
(*a*) Rousseau, *Le Contrat social.*
(*b*) Victor Hugo, *Hernani.*

2. A general acquaintance with the History of the Literature from 1800 to 1850 will be required.

Candidates will be required to write a short piece of original composition in French on a subject falling within either the prescribed period of literature or the subject-matter of the set books. A choice of subject will be allowed.†

Unprepared passages of French for translation will also be sent.

No questions on grammar will be set.

B (5) GERMAN LANGUAGE AND COMPOSITION.

1. The following books are to be specially prepared:
(*a*) Schiller, *Wallensteins Tod.*
(*b*) Goethe, *Campagne in Frankreich.*

* The answers to one of the two general papers on the History of the Literature must be written by each candidate in the language which he offers.

† The academical year is divided into four terms.

* These will be fully described and shown in tabular form in the new edition of *The Student's Handbook to the University and Colleges of Oxford*, shortly to be published by the Clarendon Press.

† At the examinations in Michaelmas Term, 1902, and Trinity Term, 1910, candidates in Groups B (2), B (5) will be permitted to substitute a second passage of translation from English for the piece of original composition.

2. A general acquaintance with the History of German Literature from 1748 to 1805 will be required.

Candidates will be required to write a short piece of original composition in German on a subject falling within either the prescribed period of literature or the subject-matter of the set books. A choice of subject will be allowed.*

Unprepared passages of German for translation will also be set.

No questions on grammar will be set.

Except in certain exceptional cases, defined by statute, no one is admitted as a candidate in the Honour School of Modern Languages after the lapse of sixteen terms from his matriculation.

After the establishment of the Honour School, the four Taylorian Teachers were given the status of University Lecturers, and were made *ex-officio* members of the Board of Studies for Modern Languages. A number of additional Taylorian Lecturers were appointed, and two Taylorian Professorships—one of the German Language and Literature, and another of the Romance Languages—were created by the University in 1907 and 1909 respectively. There are at present the following University Teachers of Modern Foreign Languages:

Taylorian Professor of the Romance Languages (to be elected in July).

Taylorian Lecturer in Old French and Romance Philology: H. Oelsner, M.A.

Taylorian Lecturers in French: H. E. Berthon, M.A., and E. Fannière (Lic.-ès-L.).

Additional Lecturer in French: J. J. Champenois (Agrégé, M.A. Edin.).

Taylorian Professor of the German Language and Literature: H. G. Fiedler, M.A.

Taylorian Lecturers in German: F. L. Armitage, M.A., and E. H. Budde (Ph.D.).

Taylorian Lecturer in Italian (to be elected in July).

Taylorian Lecturer in Spanish: F. de Arteaga, M.A.

Taylorian Lecturer in the Scandinavian Languages: W. A. Craigie, M.A.

Professor of Russian and the other Slavonic Languages: W. R. Morfill, M.A.

Reader in Phonetics: H. Sweet, M.A.

All the University Lectures on Modern Foreign Languages are given at the Taylorian Institution.

In addition to the University teachers, there are the following College Lecturers:

F. L. Armitage, M.A., at Balliol College;

C. T. T. Kemshead, M.A, at Magdalen College;

and the following tutors and teachers appointed by the Women's Colleges and Halls and 'The Association for Promoting the Education of Women in Oxford':

Miss Wardalé, Ph.D., Zürich; Miss Pope, Dr. Univ. Paris; Miss Jourdain, Dr. Univ. Paris; Miss Overend, B.A., R.U.I.; Miss O. Rhŷs; Mlle Comte; Hon. A. M. Bruce, M.A., Dublin; Rev. A. J. Carlyle, M.A.

The scope of the teaching provided may to some extent be gathered from the following lists of lectures on French and German sanctioned by the Board of Studies during the last three terms:

MICHAELMAS TERM, 1908.

FRENCH: HONOURS.

Mr. Berthon:

*Pascal's Pensées (1).

*Rousseau (1).

* Delivered in French. The figures in ( ) denote the number of lectures per week.

* See note †, second column, p. 135.

Composition (1).
Practical Phonetics (1).
Literature, 1715-1789: Essays (6).

Mr. Oelsner:
Introduction to French Historical Grammar and Old French (2).
La Chanson de Roland (2).
Sketch of Anglo-Norman Literature (1).

FRENCH: PASS.

Mr. Berthon:
Literature, 1789-1850 (2).
Composition, Syntax, Prescribed Books (2).

Mr. Kemshead:
De Tocqueville: Ancien Régime (1).
Hugo: Hernani (1).
Rousseau: Contrat Social (1).

GERMAN: HONOURS.

Professor Wright:
Gothic Grammar and the translation of the Gospel of St. Mark (1).

Professor Fiedler:
Historical German Grammar (2).
Old High German Texts (1).
Middle High German Literature (2).
Modern Germany (Realia) (1).
†Goethes Leben und Werke.

Mr. Armitage:
Literary Relations between England and Germany in the latter half of the Eighteenth Century (1).
Composition (1).
†History of German Literature: Sixteenth Century (1).
Class—The Sturm und Drang Period (1).

Dr. Budde:
Middle High German for Beginners (2).
Old High German for Beginners (2).
†Schillers "Räuber" und "Braut von Messina" (1).

Mr. Carlyle:
German Literature and Criticism from Bodmer to Lessing (1).

GERMAN: PASS.

Mr. Armitage:
Wallensteins Tod (1).
Composition (1).
Literature, 1748-1772 (1).

HILARY TERM, 1909.

FRENCH: HONOURS.

Mr. Berthon:
*Victor Hugo (2).
Essays (6).

M. Fannière:
Composition (2).
Prosody (1).
*Literature: 1610-1660.
*Literature (Nisard, Gautier, Prévost-Paradol, Schérer, G. Planche, St. Victor, St. Marc-Girardin).

Mr. Champenois:
*The Romantic Movement (2).

Mr. Oelsner:
Advanced French Morphology (2).
Early French Monuments (The Strasburg Oaths, S. Eulalia, S. Leger, and S. Alexis) (1).
Medieval French Literature in its Relation to England (1).
Outlines of Romance Philology (1).

FRENCH: PASS.

Mr. Berthon:
Literature, 1800-1850 (2).
Rousseau: Contrat Social (1).

M. Fannière:
Hugo: Hernani (1).
Composition (1).
Syntax (1).

Mr. Kemshead:
Balzac: Eugénie Grandet (1).
French Literature, 1789-1850 (1).
Rousseau: Contrat Social (1).

GERMAN: HONOURS.

Professor Wright:
Gothic Grammar and the Translation of the Gospel of St. Mark (1).

Professor Fiedler:
Historical German Grammar (2).
Otfrid's Evangelienbuch (1).
Minnesingers (2)
†Goethes Leben und Werke.

Mr. Armitage:
History of German Literature: Nineteenth Century (1).

* Delivered in French; † delivered in German. The figures in ( ) denote the number of lectures per week.

History of German Literature: Seventeenth Century (1).
Herder (four lectures).
Class—Schiller (1).
Composition (1).

Dr. Budde:
†Heine: Zur Geschichte der Religion und Philosophie (2).
Old High German Prose Texts (1).

Mr. Carlyle:
Lessing and his Contemporaries (1).

GERMAN: PASS.

Mr. Armitage:
Lessing—Emilia Galotti (1).
Literature, 1773-1805 (1).
Composition (1).

EASTER TERM, 1909.

FRENCH: HONOURS.

Mr. Berthon:
*(*a*) Montaigne; (*b*) The Drama in the Sixteenth Century (2).
Essays (6).

M. Fannière:
*La Renaissance et la Réforme, Rabelais (1).
*Boileau, La Fontaine, La Bruyère, Saint-Simon (1).
Composition (2).

Mr. Oelsner:
Old French Texts (4).
Medieval French Literature: The narrative genres (exclusive of the Epic) and Didactic Literature (1).
Chapters in Historical French Syntax (1).

Mr. Champenois:
*Ronsard et la Pléiade (2).

FRENCH: PASS.

Mr. Berthon:
Literature, 1800-1850.
Prescribed Books (with Papers).

M. Fannière:
Syntax.
Unprepared Translation.
Composition.
Special Course for History Students.

Mr. Kemshead:
Hugo: Hernani.
French Literature, 1800-1850.

GERMAN: HONOURS.

Professor Fiedler:
Old High German Texts (1).
Wolfram von Eschenbachs Parzival (2).
Sixteenth Century Texts (1).
Lessings Hamburgische Dramaturgie (1).
†Schillers Leben und Werke (1).

Mr. Armitage:
German Literature: Nineteenth Century (1).
Früh Neuhochdeutsch (1).
Composition and Essays (1).

Dr. Budde:
†Grillparzer, Hebbel, and Kleist (with special reference to their prescribed works) (2).
Essays on Literary Subjects (1).

Mr. Carlyle:
Goethe's Dramatic Work (1).

GERMAN: PASS.

Mr. Armitage:
Composition (1).
Campagne in Frankreich (1).
German Literature, 1773-1805 (1).
Composition (Elementary) (1).

The Taylorian Library contains about 45,000 volumes, and is particularly strong in the leading literary and philological periodicals and in the literature of Dante, Molière, Goethe, Schiller, Cervantes, Lope de Vega, Calderon, Camoëns, and the Norse Sagas. The German Seminar Library, which was founded last year, contains 976 volumes.

The income of the Taylorian Institution from all sources is considerably over £3,000. Out of this

* Delivered in French; † delivered in German. The figures in ( ) denote the number of lectures per week.

income the Curators spend about £500 per annum on the library; they pay the stipends of the Taylorian Lecturers (about £1,665), and contribute £300 per annum to the stipend of the Professor of German, £300 per annum to that of the Professor of the Romance Languages, and £100 per annum to that of the Professor of Russian.

Scholarships in Modern Languages (French and German) have recently been offered by Corpus Christi College, Exeter College, and Worcester College, and in several examinations recently held for scholarships in other subjects candidates were expected to show some knowledge of at least one modern language.

In conclusion it should be mentioned:

(*a*) That the University has also made provision for Research Students in Modern Languages, and that it admits such students to the degree of B. Litt. on the same conditions as Research Students in other subjects.

(*b*) That the final examination in the Honour School of Modern History now includes a paper of unprepared translation from French, German, and Italian.

(*c*) That the examination for the University Diplomas in Scientific Engineering and Mining Subjects includes a paper containing unseen passages of French and German for translation into English.

(*d*) That candidates for the University Diploma in Forestry have to attend special courses in German for two years, and that their examination includes a test in colloquial German and a paper in translation from and into German.

H. G. FIEDLER.

OXFORD.

MODERN LANGUAGE TEACHING AT CAMBRIDGE.

UNDER the above heading the *Morning Post* (June 10) published a letter dealing with the question of the status of those who for twenty-five years have directed Romance and Teutonic studies at Cambridge. The *Morning Post*, which occupies the first place among daily papers in the estimation of those interested in education, commented on this letter in a strangely unsympathetic spirit. It expressed the opinion of those who would like the Modern Language school to remain for ever in a subordinate position:

> 'At present, when funds are scarce and so many important schemes clamour for support, it would be premature to establish a Chair of German.'

Such a statement simply takes one's breath away. Must Cambridge wait for Professorships in Modern Languages until every clamourer has been satisfied? How old are the Honours Schools in Modern Languages at Oxford, and

Birmingham, and Manchester, and Sheffield, and Leeds? Have these Universities an abundance of funds? They have their Professors of French and German.

But Cambridge, that has done more solid work in Modern Languages than any other English University—Cambridge must wait. How long? This is all the consolation the leader-writer of the *Morning Post* can offer us:

'When the right time comes, Cambridge will, no doubt, establish a Professorship of Modern Languages. Then, we may hope, the Modern Language Tripos will be further reformed, and those traditions of accurate scholarship and literary excellence so dear to Cambridge will become associated with this school.'

In time, and when everybody else has had what he wants, and if we behave ourselves and 'further reform' the Tripos, and if we begin to consider such matters as 'accurate scholarship and literary excellence,' then, *no doubt*, we shall receive at Cambridge — Professorships of French and German? Oh no! *a* Professorship of Modern Languages! Can any worker in the field of Modern Languages read the sentences we have given without a sense of burning indignation? The smug complacency, the patronizing condescension, is simply sickening.

This is the letter to which reference is made above:

To the Editor of the 'Morning Post.'

SIR,—Twenty-five years ago the University of Cambridge introduced an innovation which, though perhaps looked askance at by some, gave great satisfaction to all lovers of modern literature and of educational progress—viz., the Medieval and Modern Language Tripos, which was instituted in the Easter Term of 1884. It was perhaps too much to expect, in the then state of affairs, that the subjects thus admitted for the Honours Degree Examinations should at once, as regards full teaching equipment, be put completely on a level with the time-honoured subjects which had hitherto reigned supreme. A modest beginning was made by the founding of two new University Lectureships, for German and French respectively, to which two young German scholars, Dr. Breul and Dr. Braunholtz, were appointed, and the serious study of German and French began. Now, at the time that these two pioneers are silently celebrating the semi-jubilee of their first appointment on June 10, 1884, it seems fitting to call attention to the work done by them, and to the present conditions of Modern Language study at Cambridge.

German scholars and teachers of Modern Languages have followed with keen interest the developments which have followed the innovation of 1884, and have recognized with gratification the progress which has been made not only at Cambridge, but also at other Universities, and in the schools throughout the United Kingdom. They have rejoiced at the gradual growth of the Modern Language School at Cambridge from its first small beginnings to the present time, when it forms an important feature in the University, and turns out yearly a respectable number of honours graduates (we understand that the Modern Language candidates this year number over seventy out of a total number of one hundred and twenty Modern Language students). They have watched the efforts made, especially by Dr. Breul, and Cambridge graduates who have passed through his hands, to promote the serious study of, and to raise the standard and improve the methods of teaching Modern Languages. We may mention Breul's 'Teaching of Modern Foreign Languages in our Secondary Schools' (now reaching a fourth

edition), 'Greek and its Humanistic Alternatives in the Little-go,' 'Handy Bibliographical Guide to the Study of the German Language and Literature,' and his carefully-annotated editions of German texts, which have brought valuable pieces of German literature within easier reach of students; the foundation of the Modern Language Association and its organ, the *Modern Language Quarterly*, now the *Modern Language Review*, and the good results that have proceeded therefrom. They have gratefully noticed the zeal with which Dr. Breul has endeavoured to create a better understanding in England of the German national character, of German thought and feelings, of German culture, and have thankfully learnt from him through his writings—*e.g.*, 'Die Organisation des höheren Unterrichts in Grossbritannien,' and his addresses at their Modern Language Congresses, at which he has been so often a welcome guest, something about English life and character and institutions. They have recognized further the value of all these and other endeavours to produce among the educated classes of both the English and the German nations a better mutual understanding of each other generally.

But though so much improvement is to be recorded, and so many valuable results, direct and indirect, from the Cambridge advance twenty-five years ago, have to be acknowledged, still we cannot help a feeling of regret when we see that, after the long period of probation through which the Modern Language school has passed with such signal success, there has been so little advance in proportion in the official recognition of the status of German and French, and that, while we in Germany have full Professorships both in English and French at all the larger Universities (sometimes even two for one subject), and at most of the smaller ones, while at Oxford and the younger English Universities similar conditions hold, the University of Cambridge, which first led the way in England, anticipating Oxford by twenty years, whose scheme has largely served as model to the later imitators, should now be apparently falling behind. The two Lectureships of 1884 were converted in 1899 to Readerships in Germanic and Romance, but Cambridge is still without full Professorships in these subjects, and still denies to Modern Languages the status that is undoubtedly due to them to-day. We, whose earnest wishes are for a still further advance in Modern Language Scholarship in England, and for still further progress in international understanding and friendship, and who believe that the former is one important aid at least to the latter, venture to express the hope that the University of Cambridge will soon recover the ground it has lost and again take the lead, and that the work done by its teachers and scholars may bear good fruit for the advancement of general culture and of peace and goodwill among the nations.—Yours, etc.,

A. BRANDL, Professor, University of Berlin.
O. BEHAGHEL, Geh.-Hofrat, Professor, University of Giessen.
F. CURTIS, Professor, Akademie, Frankfort on-Main.
F. DÖRR, Head Master, Liebig-Realschule, Frankfort-on-Main.
M. FÖRSTER, Professor, University of Würzburg.
M. HARTMANN, Professor, König-Albert-Gymnasium, Leipsic.
J. HOOPS, Professor, University of Heidelberg.
H. KLINGHARDT, Professor, Realgymnasium, Rendsburg.
K. LUICK, Professor, University of Vienna.
W. MÜNCH, Geh.-Regierungsrat, Professor, University of Berlin.
K. QUIEHL, Head Master, Oberrealschule I., Cassel.
A. RAMBEAU, Professor, University of Berlin.
P. ROSSMANN, Professor, Reform-Realgymnasium, Wiesbaden.
W. SCHEFFLER, Professor, Technische Hochschule, Dresden.

J. SCHIPPER, Hofrat, Professor, University of Vienna.

E. SIEVERS, Geh.-Hofrat, Professor, University of Leipsic.

TH. VETTER, Professor, University of Zurich.

W. VIËTOR, Professor, University of Marburg.

M. WALTER, Head Master, Musterschule, Frankfort-on-Main.

G. WENDT, Professor, Oberrealschule, Hamburg.

[Dr. K. Breul has kindly consented to contribute an article on 'Modern Language Work at Cambridge during the Last Twenty-five Years.' It will appear in the next number of MODERN LANGUAGE TEACHING.]

INTERNATIONAL CONGRESS: SPEECH OF M. BRUNOT.

M. BRUNOT, Professor of the History of the French Language at the Sorbonne, gave the opening address at the recent International Congress at Paris, taking the place of M. Liard, Vice-Rector of the University of Paris, who was unfortunately ill. For the following notes of his speech we are indebted to *Les Langues Modernes*.

The Professor, after explaining why he was occupying M. Liard's place, amused the Conference by expressing his surprise that a Professor of French should be found amongst Modern Language teachers, seeing that at the Sorbonne French is not reckoned amongst Modern Languages.

'Mettre le français parmi les langues vivantes, en France, à côté de l'anglais, de l'allemand, de l'italien ou de l'espagnol, ce n'est pas un paradoxe sans doute, c'est encore une nouveauté si hardie—je pourrais vous en donner beaucoup de preuves—qu'elle étonnera bien des gens, et que la vieille Sorbonne elle-même ne sera pas sans en éprouver une certaine surprise.

'Sans doute, elle ne se donne pas le ridicule de considérer que le français n'est pas une langue moderne; néanmoins, elle fait tout comme si elle le pensait. Le français est élevé chez elle à une plus haute dignité: c'est une "langue classique" et, comme telle, elle ne figure point auprès des autres.

'Lorsque la Faculté se réunit pour former des sections, les professeurs de français, dont je suis, siègent avec les professeurs de grec et de latin, jamais avec les professeurs de langues vivantes.'

A new scheme for the 'Licence' which would have altered this had been what we should call 'pigeon-holed' at the Ministry of Public Instruction, but M. Brunot, more elegantly, spoke of it as having gone to the Ministry 'couvert de fleurs, et il est resté sous ces fleurs, dans les cartons verts, jusqu'à ce qu'un rapporteur du budget très sérieux, l'honorable sénateur Couyba, se donnât la peine de l'exhumer, et je vous assure que ce ne fut pas chose facile!'

The Faculties of Modern Languages, the speaker proceeded, were still working too much on historical lines; they ought to be more geographical, search less in the past, and study existing forms of life and civilization more.

Modern Languages and Literatures had had a long struggle for acceptance in the schools. Even after the value of the great modern literatures had been recognized, the study of modern tongues had been only 'une hérésie tolérée, non une croyance,' in France and England. Even railways had done little to bring home to the nations the need for learning one another's languages. The French had not really recognized this necessity till the war of 1870-71 taught them that it is wise to know something about one's neighbours and that to know them one must talk to them.

Next the Professor, after giving the

Conference some amusing reminiscences of his old language teachers, went on to speak of the present position of Modern Languages. The battle was as yet by no means won. Modern Languages are not regarded as being on a level with the classical; they are looked upon as useful tools in the business of life, but as poor instruments of culture. But Greek, which was really a great instrument of culture, was no longer obligatory in secondary education, and as for Latin—

'Quel est celui qui fera à une des grandes nations civilisées l'injure de comparer sa langue et sa littérature à ce pauvre idiome latin, et à cette littérature sèche, stérile et médiocre, qui n'est, dans ses meilleures œuvres, qu'un pâle reflet d'un génie étranger?

'Dès aujourd'hui, l'idée de mettre en balance Dante, Shakespeare, Goethe, Molière, Victor Hugo, Balzac, Flaubert avec Plaute, Petrone, voire même Horace ou Virgile, apparaît comme bouffonne, et on ne plaide plus la primauté de la langue latine. Ce qu'on vante, ce n'est plus l'avantage qu'il y a à la savoir, mais seulement le profit qu'il y a à l'apprendre. Ces reculs sont de bon augure. Après avoir soutenu qu'on ne pouvait sans se déshonorer, écrire en langue vulgaire, on a affirmé que la connaissance du latin ouvrait toutes les sciences, et permettait de se faire comprendre partout. Puis, des littératures en langues modernes se sont épanouies; les sciences, le commerce, la diplomatie ont abandonné l'usage du latin. Dès lors, on s'est replié en arrière, on a eu recours aux arguments indirects. Ceux-ci manqueront comme les autres. Nos jeunes filles, qui ignorent le latin, expliquent un texte ou écrivent une page de français avec autant de sûreté au moins que les garçons du même âge. Ce résultat suffit déjà pour convaincre ceux qui veulent ouvrir les yeux.

'Le temps vient où les humanités modernes auront leur place dans nos lycées rajeunis, *à côté des autres*, où la concurrence libre et loyale des langues succédera à la rivalité présente, où l'Université, transformée, acceptera beaucoup plus de formes de culture qu'elle n'en a déjà reconnues, se conformant en cela à la diversité des esprits, se résignant aussi à ne plus accumuler follement les matières dans des programmes encyclopédiques, sous le poids desquels les élèves et les maîtres s'épuisent, sans aucun profit véritable.'

Modern Language teachers were sometimes chaffed about their pictures and postcards, their photographs and their little museums:

'Ah! si, par bonheur, on pouvait exhumer de quelque Herculanéum l'équivalent de ce que vous possédez, si on pouvait y trouver les éléments d'un musée scolaire, si on avait des tableaux, des gravures, toute cette foule de documents déjà utilisés aujourd'hui, auxquels les projections, le cinématographe, le phonographe ajouteront demain des ressources sans nombre, avec quelle joie on userait de ces découvertes pour faire ce que vous faites, et tirer les mots des choses! Quelques-uns l'essaient déjà — et ils ont raison — avec les moyens dont ils disposent.'

After some valuable remarks on the necessity of each school pursuing a definite method of teaching, and on the need for frequent meetings of the Conseil des Maîtres, the Professor concludèd with a pregnant piece of advice to teachers:

'Quoi qu'on vous dise, quelque ambition qui puisse vous prendre à un moment donné, ne perdez jamais le sens de la vie. C'est le conseil que vous propose un vieil historien des langues, qui a essayé de reconstituer la vie du passé, et qui, dernièrement, a quitté ses travaux pour tâcher d'arracher l'école française à la scolastique qui y sévit encore.'

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.

1. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

2. *What conditions, if any, hinder us from giving to the cultivation of literary taste the place it merits in foreign modern language instruction?*

3. *What principles should determine the suitability of the literary works to be read?*

4. *Graded courses of reading.*

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth,
Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are asked to do their best to make this discussion a success. The best they can do is to contribute—the sooner the better. Contributions need not be long; nor need they cover the whole ground.

V.—CHARLES M. GARNIER.

(*Lycée Henri IV.*)

LA France est un pays à doctrines. Sur tous les sujets nous avons une doctrine. Même communément nous en avons deux, comme en politique : celle qui règne et celle qui aspire à régner. En matière d'enseignement il en est de même ; et le premier soin de tout Français répondant à une enquête de ce genre est de formuler la doctrine qui règle la pratique de l'enseignement public. Le renseignement a une portée très générale. Doctrine pourtant, même chez nous, ne veut pas dire dogme. Si l'administration, toujours un peu romaine, sent quelque peu l'Église, c'est l'Église primitive, encore démocratique ; elle reste en contact avec les masses, écoute l'opinion, et ne dédaigne même pas les indications de ces conciles œcuméniques que sont les congrès internationaux.

L'article récent de M. Delobel a mis les lecteurs au courant des nouvelles circulaires qui ont précisé ou retouché les instructions de 1902. Une grande partie des retouches ou des précisions porte justement sur l'enseignement littéraire, qui, sans parti-pris, je crois, dans le feu de la réforme, avait été sur le moment plutôt négligé. Notons qu'en décembre 1908, on le déclare 'le plus difficile de tous.' Le professeur longtemps avant de l'aborder devra l'avoir présent à l'esprit pour le préparer. Par exemple, dès la classe de sixième, 'il aura soin de garnir la mémoire de ses élèves de leçons (de récitations notamment), qui posséderont, si simples soient-elles, une valeur littéraire.' En quatrième et en troisième il fera ressortir la valeur esthétique des textes d'explication, et plus tard s'attachera par degrés à faire sortir de l'examen précis des mots et des expressions des renseignements généraux sur l'écrivain, son milieu, son

époque, et sa race. Dans la dernière période, en seconde et en première, tout en continuant la même marche, on cherchera de plus à grouper et à organiser les connaissances précédemment acquises pour en faire (avec un minimum de chronologie) un ensemble présentant sinon un développement suivi du moins un schéma d'évolution. On y arrivera en réunissant les souvenirs et les notes d'analyses antérieures d'abord sur un même écrivain, puis sur une même période. On établira des rapprochements entre les grandes époques de la littérature étrangère et les moments principaux de la civilisation. On aboutira enfin à des comparaisons avec les périodes correspondantes de la littérature française.

Ces instructions d'ensemble, très belles comme le sont facilement les généralités, sont précisées par des observations propres à chaque période. Elles ont la sagesse de recommander la prudence et la modestie. Elles rappellent qu'en quatrième et même en troisième l'enseignement littéraire doit garder 'un caractère extrêmement élémentaire, et se réduire en somme à la pénétration, à la compréhension, aussi complète que possible, d'un certain nombre de textes littéraires soigneusement gradués et groupés.' Se garder encore de l'histoire littéraire: amasser par la lecture et la récitation un riche fond de documents, en suivant toujours la même méthode, celle 'qui supprime les intermédiaires, enseigne le mot par l'image, la grammaire par l'exemple, la littérature par les textes.'

C'est naturellement dans la dernière période (seconde et première) que les instructions récentes s'occupent le plus de l'enseignement littéraire, et c'est sur ce sujet qu'elles apportent le plus de lumière nouvelle. Au lieu du caractère 'didactique' des lectures recommandé en 1902—ce qui avait fait verser plus d'un maître dans la description géographique ou la généralisation historique—la circulaire de décembre dernier veut qu'on donne aux textes étudiés 'un caractère nettement littéraire.' Au lieu d'exposés ou d'extraits sur l'histoire de la civilisation, on ne recommande que des œuvres ayant une valeur consacrée. De plus, l'heure est venue de substituer à l'amas disparate de choix écourtés l'étude d'une œuvre étendue. Le souci d'assurer la culture littéraire s'est enfin affirmé par la place éminente donnée parmi les devoirs écrits à la version—à la version entendue, non simplement comme exercice de compréhension approfondie, mais comme un art libéral conduisant 'à la bonne tenue littéraire.'

Au risque de répéter l'article de M. Delobel, je n'ai pas craint de donner assez en détail les dernières instructions parce qu'elles ont à mes yeux une importance égale à celles de 1902. Pour des raisons faciles à saisir, la réforme d'il y a sept ans avait surtout porté sur les classes du début; le personnel avait de nouveaux procédés à appliquer, quasi un nouveau métier à apprendre. On l'avait, il faut le reconnaître, détourné de la littérature pour qu'il portât tout son effort ailleurs. L'impulsion avait été forte—trop forte peut-être—et l'enseignement risquait d'être 'emberlitzé.' C'était très grave. D'une part, on comptait sur les langues modernes rénovées par la méthode intuitive pour sauver l'enseignement secondaire menacé par l'utilitarisme ambiant; d'autre part, si les langues modernes ne donnaient lieu dans les lycées qu'à un 'parlottage' sans discipline grammaticale et sans aboutissement littéraire, les lycées se confondaient peu à peu avec les écoles primaires supérieures, et, de toute façon, l'enseignement secondaire était perdu. Dès l'automne de 1906 M. le recteur Liard, dans une réunion plénière des professeurs de Paris nous conviait à rechercher dans le second cycle les conditions nouvelles de l'enseignement littéraire, et notre société, dès 1907, non seulement mettait la question à son ordre du jour, mais demandait au fin lettré, à l'humaniste achevé qu'est M. le doyen Alfred Croiset de clore les travaux de l'année par une conférence sur *Les Langues modernes et la Littérature.**

* *Cf. Bulletin* de janvier, 1908. Voir aussi *Les Langues modernes et la Littérature*, article de M. Chemin dans la *Revue pédagogique*, 15 février, 1909.

Les instructions récentes sont l'aboutissement de ces appréhensions partagées par tous, et de ces recherches poursuivies en commun ; la bulle nouvelle est due la collaboration de la curie et des conciles annuels. Elle dissipe les équivoques ; elle fait manifestement rentrer la discipline des langues modernes dans les vieilles traditions de notre enseignement secondaire. A ce titre elle est le couronnement de l'œuvre entreprise en 1902.

Maintenant, les lecteurs anglais demanderont dans quelle mesure ces instructions, qui sont belles, peuvent passer dans la pratique. Sans hésiter, je réponds, dans une très, très large mesure. Il faut dire qu'en seconde nous avons le plus souvent des classes où les élèves instruits sans latin sont mêlés aux élèves instruits avec latin et grec. Je signale ce fait non pour souligner la valeur éducative des langues anciennes (qui est réelle, mais ne leur appartient pas en propre); j'en parle parce que les élèves dits 'classiques' sont d'un recrutement social ou intellectuel, qui leur assure en général une compréhension plus large des idées littéraires, et leur permet de servir aux autres d'*entraîneurs*. Ceci dit, je termine en donnant mon 'témoignage' tout comme un bon méthodiste de jadis.

Cette semaine un des élèves de seconde m'a spontanément demandé des notions d'histoire littéraire. — Soit ! eh bien, organisons d'abord ce que vous savez. Et j'ai fait mettre en vrac sur un vaste tableau noir tous les noms d'écrivains dont ils avaient, depuis la sixième, appris par cœur un poème, une belle page, ou lu des anecdotes, ou parcouru un petit livre, ou expliqué un ouvrage en classe, ou dont ils avaient entendu parler par leurs camarades, dans les exposés oraux hebdomadaires, soit enfin par leur maître. A la grande surprise des élèves, à la mienne aussi, le tableau fut bientôt tout blanc, et il comprenait ma foi plus de trente noms parmi les plus honorables de la littérature, allant de Shakespeare à Tennyson, et de Bunyan à Conan Doyle. L'Amérique était représentée par Longfellow, Poe, et Mark Twain : un métis ajouta Whittier.

Tous ces noms épars, je les fis grouper (non sans tâtonnements) par époques, et en suscitant les souvenirs des uns et des autres, je réussis à faire accoler à chacun une épithète caractéristique. La moitié de ma tâche était faite, et bien faite, puisqu'elle l'était par les élèves eux-mêmes. Il suffira de renforcer cette première esquisse de quelques grands faits historiques et de rapprochements avec les écrivains de l'époque correspondante en France, et de compléter (pour la seconde) par trois ou quatre extraits des grands classiques qu'ils connaissent le moins, comme Shakespeare et Milton, pour qu'ils aient réellement présent à l'esprit un tableau d'ensemble—souvent indiqué *en pointillé*, je l'accorde—mais un tableau dont les couleurs seront solides parce qu'elles sortiront non de la palette du voisin, mais des textes appris, expliqués, lus, ou résumés par les enfants eux-mêmes.

Cette réponse passe entre les mailles des questions posées, mais elle montrera quand même où nous en sommes de ce côté de l'eau.

VI.—Mr. L. Chouville.

(*Perse School, Cambridge.*)

The best method of giving our pupils a taste for reading the best foreign literature is, M. de la Palisse would say, to read portions of such literature with these pupils, provided they can read the language. But M. de la Palisse would immediately be interrupted by complaints about the time allotted to Modern Languages; and I doubt not his stolid common sense would readily find a suitable answer. Indeed, in all discussions on any branch of school teaching, *time* is a dominant consideration. Assuming the study of a foreign literature to begin with pupils of about sixteen years of age, they should be at least in the sixth year of the course, and should have reached such a standard as to enable them to read easily, write and speak with correctness, and follow a lesson given entirely in French or German, and that without fatigue. To get all this, a lesson

a day should have been given from the start, and at least three hours a week must still be allowed.

Further, in order 'to give our pupils a taste for the best foreign literature strong enough to endure beyond the end of the school period,' what must we read? and, more important still, how must we read? How shall we from the beginning make this literature palatable to them?

'*L'ennui, voilà l'ennemi!*' Now, the practice of setting portions of the text to be read in the first instance as home-work may often be a source of *ennui*. The pupil of sixteen whom we are now considering will miss most of the beauties we want him to feel; too conscientious, he will lose himself in an abundance of foot-notes and critical remarks, if there are any; frequently he will not get the particular help he needs. Let us then read the whole book in class—the home-work bearing on the matter thus studied—and let the reading be fairly rapid. I have found twelve or fifteen lessons of three-quarters of an hour sufficient for a classical play in five acts; an uncommon or obsolete term is rendered into its current modern equivalent; a long tirade is summed up in a few sentences after being read. But the lesson is not, properly speaking, philological; most explanations deal rather with the subject-matter; with poets of the Romantic period we refer to the influence of Byron, resemblances with Wordsworth or Shelley, possibly the correspondence between French and German Romanticism; a page of Rousseau has led the class to speak of the English Constitution of the eighteenth century as compared with the French Government of the time; certain heroes of Corneille bring to our minds heroes of Shakespeare; a few pages from Earle's *Microcosmography* will make the class the readier to enjoy *La Bruyère*. Whatever the work taken up may be, the pupil thus understands that it is not a happy but isolated accident in a world unknown to him.

But what books are we to choose? The time at our disposal is limited; it is very likely impossible to give a general survey of the literature to those of our pupils who are not specialists. Among the numerous standard works suitable for schools, I should always advise a teacher to choose one of those he likes best. What he likes best, he will teach best, and one of the most useful factors in giving our pupils good literary taste will not be wasted: the contagion of interest. The best lessons in literature will be lessons in admiration.

But again, if the catholic taste of the teacher runs from Malherbe to the Goncourts, what will be read first? I am strongly in favour of beginning with the seventeenth-century classical period, provided the pupils have a thorough grounding in the modern tongue, and it is with this end in view that during the fifth year we read with our boys at the Perse works of the nineteenth century, attention being given to their linguistic, rather than to their literary value. As for the seventeenth-century classical literature, much of it is, for educational purposes, highly to be recommended on religious, social, and moral grounds. In it the study of man is conducted without showy paradox or sombre pessimism. Boys of sixteen, and girls too, I trust, are fond of generalizations, of broad, simple, and well-defined outlines. To state my reason concretely, I think they get a firmer grasp and a clearer conception of a Harpagon or a Trissotin than of a Grandet or a Bellac; and is it not more likely that the study of Molière's masterpieces will lead our pupils to read for themselves, and enable them to enjoy their modern counterparts, rather than that the reverse process should take place?

Here is a syllabus of what boys at the Perse School have read in two years. They had about three hours of French a week, and had specialized in classics or science. It is not the ideal graded course of reading, but it is a practicable one.

First Year.—Mérimée's *Chronique de Charles IX.; Précieuses Ridicules, Femmes Savantes, Le Cid, Andromaque, Britan-*

nicus. (A book of *morceaux choisis*, mostly from the nineteenth century, was used for translation and reproduction.)

Second Year.—P. Loti's *Pêcheur d'Islande; Bourgeois gentilhomme, Avare, Cinna, Iphigénie, Athalie*, extracts from *La Bruyère* and *Montesquieu* (Lettres Persanes). (A book of *morceaux choisis* from the seventeenth, eighteenth, and nineteenth centuries.)

It will be seen that in each year some modern masterpieces are read, and the purely linguistic side of our study not sacrificed; and of course this also is kept up, not only by reproduction, but by free compositions in the form now of a summary, now of a critical essay on the authors read.

Finally, one cannot underrate the advantages of home-reading. A lending library provides the pupils with books appealing to their personal tastes. Well-chosen novels, historical works, a paper like *Les Annales*, will accustom them to enjoy good literature.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, June 26.

Present: Messrs. Allpress, Atkinson, Breul, von Glehn, Hutton, Miss Matthews, Messrs. Milner-Barry, Payen-Payne, Miss Purdie, Mr. Savory, Miss Shearson, Messrs. Storr and Twentyman, and the Hon. Secretary.

In the absence of the Chairman Mr. Milner-Barry took the Chair.

The Sub-Committee on German presented the draft of a letter to the Board of Education in reply to the recent Memorandum. It was resolved to defer action till the autumn, in order to secure the co-operation of other bodies.

Some preliminary arrangements were made for the Annual General Meeting.

The following Local Secretaries were appointed:

Mr. H. Nicholson, Manchester Grammar School, for Manchester and district.

Miss Grove, Redland High School, Bristol, for Bristol and district.

Mr. E. B. Milnes, King Edward VII.'s School, King's Lynn, for Norfolk.

Mr. J. de Gruchy Gaudin, County School, Carnarvon, for North Wales.

Mr. W. A. Beanland, Intermediate School, Swansea, for South Wales.

Miss Batchelor, Grassendale, Southbourne-on-Sea, for Hampshire.

It was agreed that the printing of the Catalogue of the Travelling Exhibition in the Preparatory Schools' Review should be sanctioned.

The following nine new members were elected:

Miss Fursdon, Bellenden, Exeter.

Mlle Geoffray, High School for Girls, Doncaster.

Mlle Mion, High School for Girls, Winchester.

Miss Nodes, High School for Girls, Doncaster.

Miss B. C. Pearce, School for Daughters of Missionaries, Sevenoaks.

Miss Rumm, High School for Girls, Winchester.

Miss G. Robson, High School for Girls, Wisbech.

Miss M. I. Rogers, 199, Goldhurst Terrace, Hampstead, N.W.

Professor T. Squair, B.A., University, Toronto.

LOAN COLLECTION OF LANTERN SLIDES.

As will be seen from the detailed list given below, nearly one hundred slides have been obtained, partly by purchase, but mainly by gifts. Further contributions will be most welcome.

Presented by F. B. Kirkman, Esq.

1. Seine et Remorqueur.
2. Seine et Bateau Mouche.
3. Porte St. Martin (Charrette).
4. Jardin des Tuileries (Statue).
5. Comédie Française.
6. Getting into a Bus.
7. Toyshop in Champs-Élysées.
8, 9. Porte St. Martin.
10, 11. Kiosque.
12. Gardes Républicains et Agents de Police.
13. Lioness and Crocodile in Tuileries.
14. Ditto. Front View.
15. Bouquins on Quai.
16. Gardes Républicains (Back View).
17. Foire: Clou de la Foire.
18. Snail Shop.
19. Rue de Rivoli.
20. Chevaux (Cochons) de Bois.
21. A. Daudet.
22. Epicérie de choix.
23. Champs-Élysées (children).
24. Agent de Police regulating Traffic.
25. Famous Shop on Grands Boulevards.
26. Arc de Triomphe du Carrousel.
27. Cancale: Hotel Staff.
28. ,, Gendarme in Backyard.
29. ,, La Houle with Chantiers.
30. ,, Cutting Hay.
31. ,, Main Street leading to Bay.
32. Boulogne: Boys leaving School.
33. ,, Fishing Smacks by Quai.
34. ,, One Smack leaving Harbour.
35. ,, Pêcheurs and Pêcheuses.
36. ,, Boat, Houses, Quai, Church.
37. Vire: Old Woman and Man.
38. ,, Jour de Foire.

Purchased by the Association.

39 and 40. Échassiers Landais (2).
41. Le Lac de Guéry—Cratère.
42. Le berceau du Mousse.
43. Levée des Filets.
44. Départ pour la Pêche.
45. Le Rêve.
46. Escalade d'un Mur.
47. Le Lavabo des Réservistes.
48. École en Bretagne.
49. Vieille femme du Pollet.
50. La Soupe des Laboureurs.
51. Ménage de Douarnenez.
52. Le Château Gaillard aux Andelys.
53. Chamonix et le Mont Blanc.
54. Les Invalides.
55. Gorges du Tarn—Défilé des Détroits.
56. Le Puy: Vue Générale.
57. Le Café: Après la Manœuvre.
58. Le Mont Aiguille près Grenoble.
59. Lyon: Jonction du Rhône et de la Saône.
60. Retour d'Islande.
61. Le Lac du Bouchet.
62. Boulogne: Pêcheuses.
63. Le Puy de Dôme.

Presented by S. H. Clarke, Esq.

Swiss grand manœuvres in the neighbourhood of Fribourg, September, 1907.

64, 65. Swiss Cavalry (two slides).
66. Recruits Firing.
67. Field Kitchen.
68. German Attachés.
69. German Attaché watching Firing of Quick-firing Gun.
70. Artillery in an Interval of the Fight.
71. Artillery trotting by at the Grand Review.
72. Cadets climbing Obstacles.
73. Cadet Battalion.
74. Recruit Company resting.
75. Village turning out to salute English Committee.

Presented by H. W. Atkinson, Esq.

76. Paris: Student's Bed-Sitting-Room, Fifth Floor, Hôtel Corneille.
77. ,, Jeu de Paume, Jardin du Luxembourg.

78. Paris: Premières Communicantes passing Jardin du Luxembourg.
79. ,, Lycée Montaigne. Cour des Petits.
80. ,, Lycée Henri IV. Dortoir.
81. ,, Embarcadère. Seine.
82. ,, Colonne de Spectacles.
83, 84. Versailles: Les Grandes Eaux—Bassin de Neptune. Bassin d'Apollon.

National Fête, Longchamp Racecourse:

85. Cavalry passing in review.
86. St. Cyriens passing.
87. Ambassadors arriving at President's Grand Stand.
88. Illumination of Chambre des Députés.
89. Republican Guard keeping road clear for President (Bois de Boulogne).
90. Chinese Ambassador's Suite leaving President's Stand.

Village des Indigènes, Paris, 1896. *Natives from French Colonies:*

91, 92, 93. Malagasy Woman.
94. Senegalese Men dancing.
95. Malagasy Woman.
96. Senegalese at Work.

LENDING LIBRARY OF THE MODERN LANGUAGE ASSOCIATION.

In order that a beginning may be made towards the formation of a lending library for the Association, members are invited to assist in the furtherance of this work by the donation of suitable books. Appended is a list of books which it would certainly be desirable to include in the library. If any member has a copy of any of these books, and is willing to present it to the library, this fact should be communicated to Mr. A. E. Twentyman, Board of Education, Whitehall, S.W.

It is desired that the book should not be sent until the donor has received a letter in reply to his offer; this will obviate the reception of duplicates. If members would send a list of alternatives, it would be useful in allowing full advantage to be taken of their generosity.

FIRST LIST OF BOOKS.

1. Lanson, G., Histoire de la Littérature Française.
2. Faguet, E., Histoire de la Littérature Française.
3. Suchier and Birch-Hirschfeld, Geschichte der Französischen Litteratur.
4. Julleville, P. de, Morceaux Choisis des Auteurs Français.
5. Robertson, J. G., History of German Literature.
6. Scherer, W., History of German Literature.
7. Müller, M., German Classics.
8. Henschke, M., Deutsche Prosa.
9. Sosnosky, Th. von, Die deutsche Lyrik des 19 Jahrhunderts.
10. Bodley, J. E. C., France.
11. Rambaud, A., Histoire de la Civilisation Contemporaine en France.
12. Freytag, G., Bilder aus der deutschen Vergangenheit.
13. Müller, D., Geschichte des deutschen Volkes.
14. Treitschke, H. v., Deutsche Geschichte im XIX. Jahrhundert.
15. Dawson, W. H., Germany and the Germans.
16. Darmesteter, A., La Vie des Mots.
17. Jespersen, O., Progress in Language.
18. Brachet, A., and Dussouchet, A., Grammaire Française.

19. CLÉDAT, L., Grammaire Raisonnée de la Langue Française.
20. DARMESTETER, A., Cours de Grammaire Historique de la Langue Française.
21. BRUNOT, F., Histoire de la Langue Française.
22. NYROP, K., Grammaire Historique de la Langue Française.
23. DARMESTETER, A., and HATZFELD, A., Le 16e Siècle en France.
24. HENRY, V., Précis de Grammaire Comparée de l'Anglais et de l'Allemand.
25. SÜTTERLIN, L., Die deutsche Sprache der Gegenwart.
26. WEISE, O., Unsere Muttersprache.
27. MATTHIAS, TH., Sprachleben und Sprachschäden.
28. BEHAGHEL, O., Die deutsche Sprache.
29. L'ABBÉ ROUSSELOT and LACLOTTE, F., Précis de Prononciation Française.
30. PASSY, J., and RAMBEAU, R., Chrestomathie Française.
31. MICHAELIS, H., and PASSY, P., Dictionnaire Phonétique de la Langue Française.
32. BREMER, O., Deutsche Phonetik.
33. VIËTOR, W., Deutsches Lesebuch in Lautschrift.
34. SEIGNOBOS, CH., Les Temps Modernes.
35. SEIGNOBOS, CH., La Période Contemporaine depuis 1789.
36. SEIGNOBOS, CH., and MÉTIN, A., Histoire Moderne jusqu'en 1715.
37. SEIGNOBOS, CH., and MÉTIN, A., Histoire Moderne de 1715 à 1815.
38. SEIGNOBOS, CH., and MÉTIN, A., Histoire Contemporaine depuis 1815.

SECOND ANNUAL EXAMINATION CONDUCTED BY THE GERMAN EXAMINATION COMMITTEE OF THE GERMAN LANGUAGE ASSOCIATION.

THE Second Annual Examination was held on March 12, 1909, and the Examination Committee of the German Language Association present the following report:

Number of schools taking part in the Examination: 28 boys' schools; 9 girls' schools; 2 mixed.

Number of candidates: 51 boys; 31 girls; total 82.

These candidates were distributed as follows: Section I.—Boys: Group A, 23; Group B, 1. Girls: Group A, 14; Group B, 1. Total 39. Section II.—Boys: Group A, 21; Group B, 6. Girls: Group A, 14; Group B, 2. Total 43.

The following awards have been made on the results of the Examination:

First Prize of Two Guineas in Books: Miss M. K. M. Brandebourg (Section I., A), Portsmouth High School.

Second Prizes of One Guinea in Books: Mr. H. R. Brown (Section I., A), Glasgow High School; Mr. F. G. M'Gibney (Section I., A), St. Andrew's College, Dublin; Mr. F. Halliday (Section II., A), Manchester Grammar School; Mr. C. W. Hardisty (Section II., A), Manchester Grammar School; Miss M. Tweedy (Section II., A), St. Margaret's, Harrow; Mr. W. E. Faukel (Section I., B), Wimbledon College; Mr. W. Ehrhardt (Section II., B), King Edward's High School, Birmingham; Mr. P. D. Krolik (Section II., B), City of London School.

The following candidates have been awarded certificates declaring that they have passed the Examination with credit:

Section I., Group A: Mr. H. V. Berry, City of London School; Mr. R. E. Coleman, Merchant Taylors' School, London; Mr. R. H. Costigan, Perse School, Cambridge; Mr. G. V. Gubbins, Strand School, King's College; Mr. J. W. Hulton, Perse School, Cambridge; Mr. P. M. Pascall, Merchant Taylors' School, London; Mr. R. Purdon, Strand School, King's College; Mr. E. Ringwood, Strand School, King's College; Mr. F. V. Wylie, Royal School,

Dungannon; Miss J. H. McKinstrey, Portsmouth High School.

Section I., Group B: Miss E. D. M. Robson, Battersea Polytechnic.

Section II., Group A: Mr. W. S. Farren, Perse School, Cambridge; Mr. A. Funduklian, Manchester Grammar School; Mr. J. Marks, Manchester Grammar School; Mr. K. D. M. Pickthorne, Aldenham School; Mr. H. H. Sellar, Merchant Taylors' School, London; Mr. C. J. Stone, Hulme Grammar School, Manchester; Mr. N. Tremeer, Hampton Grammar School; Mr. R. W. J. Weekes, St. Edmund's, Canterbury; Miss F. M. Baldwin, Edgbaston High School; Miss A. K. Barlow, Blackheath High School; Miss M. A. Gill, Portsmouth High School; Miss A. E. M. Nock, Portsmouth High School; Miss Welchman, Wycombe Abbey.

Section II., Group B: Mr. J. C. Bullock, Plymouth College; Mr. D. de Covarrubias, Beaumont College, Old Windsor; Mr. E. F. Obott, County School, Tottenham; Miss C. M. Albrecht, Edgbaston High School; Miss Dolman, Clergy Daughters' School, Bristol.

In addition to the above-mentioned awards, 30 candidates have received certificates declaring that they have satisfied the Examiners.

It is to be noted that, of the 82 candidates, only 14 failed to pass.

The Committee wish to express their gratification at the very creditable standard of work attained in this year's Examination. They consider, however, that the decrease in the number of entries is serious, and seems to show that an easier Examination is desirable. In order to encourage junior candidates whose knowledge of German is not up to the level of Section II., it has been decided to institute a third section, with age limit 16, fee 2s. 6d.

The Examination in Section III. will consist of one paper, of two hours, containing: Unseen Translation, Questions on Applied Grammar, Easy Free Composition.

The paper will be similar to those set for the London Junior School Examination.

The Committee venture to hope that, in view of the small number of failures this year, the number of entries next year will be greater, and that such schools as are prevented, by lack of time or difficulty of standard, from entering candidates for the two senior sections will be able to avail themselves of the examination in Section III.

Reports on the work of individual candidates and specimen papers may be obtained on application to the Hon. Secretary, German Examination Committee, 47, George Street, Cheetham Hill, Manchester.

CORRESPONDENCE.

GRADING AND MODERN LANGUAGES.

I should much like to elicit the opinions and experience of some of your readers who, like myself, are teachers of Modern Languages in schools, upon certain problems connected with the grading of classes and its bearing upon their work.

In France such uniformity prevails that no difficulty exists. All *lycées*, for instance, are divided into the same classes and follow the same programme, so that the teaching can be properly co-ordinated and the work arranged to follow on consecutively from class to class. There are no gaps in the syllabus, and, on the other hand, no boy is compelled, by the exigencies of school organization, to go over the same ground twice. Every pupil passes up the same ladder, never missing a step, and everyone knows exactly what ground he will cover at each stage. In the *Huitième* he will read certain authors, study a certain period of literature or history, learn certain definite portions of grammar, and so on; in the *Septième* he

will go on exactly where he left off on leaving the *Huitième*, and thus, when he reaches the top of the school, he will have followed a logical, well-thought-out scheme of instruction. We are apt to criticize this rigidity, which does not, perhaps, appeal to the English temperament, and to laugh at the proud boast of the Minister of Education, that he can tell you exactly what every boy in every *lycée* is doing at any particular hour; but it seems to me that we might well imitate France to some extent in this matter.

It must be confessed, however, that the system has one serious drawback: sharp and dull boys are compelled to move at the same pace. The promotions from form to form take place only at the end of the school year, so that either the whole form must be moved up *en bloc*, or else a certain number of boys must be compelled to do a whole year's work over again. In theory those only who obtain a certain average in their marks are promoted; the others have to pass a special examination (*examen de passage*); but in practice only two or three out of a form of thirty or thirty-five are compelled to remain in the same form for another year (*redoubler la classe*). On the other hand, it is only in very rare cases that a boy is allowed to miss a form. Before he can do so he must take private lessons in order to get some knowledge of the subjects studied in the class he skips. This is regarded as of the first importance, since the relaxation of this rule might involve a pupil's missing, say, a book of Euclid (or its equivalent) or a period of French history.

Now, what are the methods that prevail in England? It seems to me that the only way to avoid lacunæ in the instruction on the one hand, and unnecessary marking time on the part of sharp boys on the other, is to have terminal removes, and to have as many forms, as many steps in the ladder, as there are terms in the average school course of a boy of average intelligence. The sharp boys would move up one form every term; the duller ones would from time to time be compelled to remain where they were for another term, and do the work of that form over again. Against terminal removes it is sometimes urged that they would involve undue congestion at the top of the school, but it must be remembered that, whereas in the case of annual promotion the whole form, in actual practice, moves up, only a portion of it would be so promoted if the removes took place three times a year, so that the number of boys that reach the top annually would remain about the same.

But, as far as my experience goes, annual promotion is becoming the fashion, while, in order to avoid the artificial rigidity of the French system, *all* boys are not required to pass through the same forms. There is often, in fact, a slow route and a quick route up the school, with the result that it is impossible to lay down any complete and satisfying syllabus, no portion of which shall be skipped by any boy as he moves from form to form. A further drawback to this system is that, at the beginning of the school year, the teacher of French is confronted with a class which has been drawn from different forms which have reached different stages in their work, so that he has perforce to strike an average, and begin at a point which is too advanced for some, and not sufficiently advanced for others.

I am assuming that French is made a form subject. The alternative—that of teaching in sets independent of the forms—involves a greater number of teachers of the subject than are likely to be found on a school staff if proper qualifications are demanded. This remedy would be worse than the disease. In Modern Languages we must stick to the specialist at all hazards.

I should be very glad to know whether the difficulties I have endeavoured to describe are experienced by other teachers—I think they make themselves felt chiefly in large schools—and I should be deeply grateful to anyone who would furnish a solution to the problem.

S. A. Richards.

SOME POINTS OF METHOD.

First of all, I wish to thank Mr. Pardoe for putting his questions. This 'comparing notes' one with another is what we need most in the comparative isolation in which we are all pegging away, each in his corner, at experiments which we have not always the leisure to record, still less to publish.

I will take 1 and 3 together, since they are closely related—the questions of age and of stage. Now, ideally speaking, I suppose no one would deny that the sooner French is begun the better, provided the study of English has been sufficient to give the absolutely essential equipment of grammatical and stylistic notions, so that there is no inherent objection to a well-educated child beginning French at nine. As, at the Perse, we have a Preparatory, we take advantage of the fact to do this; but the average age of the First Form in the school proper is eleven or more, and I only wish all the boys from the Elementary and Higher Grade Schools could be drafted in at that age, instead of being kept back till they are twelve or thirteen. This could perfectly well be done if there were a second sifting of these boys at the age of fourteen, to decide whether they are fit to go on with a secondary education.

But there is no 'marking time' for our Preparatory boys when they are promoted to the school proper. We avoid this by two devices: to some extent by (1) the block system, which enables us to reclassify the pupils for French; but chiefly by (2) giving a different character to the two years' Preparatory French from that of the first year French in the school, to which it roughly corresponds. The Preparatory boys pass from phonetic symbols to nomic spelling in the latter half of their second year, while the First Form boys do this in the third, sometimes even in the second, term of their first year. Moreover, there is much more 'playing about' in the Preparatory period—more singing of nursery rhymes and other diversions, which, though an essential part of the curriculum, have to be curtailed in the more closely-packed programme of the First Form. But all this 'playing about,' needless to say, stands the Preparatory boys in good stead, and develops in them all the more surely that *Sprachgefühl* which it is so important our 'leavening nucleus' should have.

As regards the correspondence of age and stage of which Mr. Pardoe speaks in his last paragraph, it is difficult to speak with precision. But I can say that, roughly speaking, our intermediate stage ends with the fourteenth year (the sixth of the course for those beginning at nine), and that by that time our boys have a sound knowledge of verb conjugation and a fairly correct and ready use of the objective pronouns. But it is difficult to compare standards in this way; and yet it would be desirable that we should come to some sort of agreement as to what we mean exactly by elementary and intermediate stage. This would be a good subject for discussion, but perhaps not yet.

I append a table of our stages:

Age.	*Stage.*
9. 10.	Preparatory.
11. 12.	Elementary.
13. 14.	Intermediate.
15. 16.	Advanced.
17. 18.	Specializing.

In the first year of the elementary stage we have nine lessons of three-quarters of an hour per week, afterwards six per week.

2. Finally, as regards the use of phonetic symbols, I am convinced that the use of them is not only advisable, but a very great help. It is useful, for many reasons, to be able to make use of writing very early, and unless the alphabet used is phonetic there is likely to be confusion just at the time when clear impressions and associations are all-important. In short, some sort of phonetic alphabet is the best 'mistake preventor' in the matter of pronunciation. As for nomic spelling when it comes, it is a mistake to consider it as an entirely new method of

spelling which ousts the first. It should be presented as built upon it, the spelling by ear, hitherto sufficient, having now to be supplemented by the help of the visual memory and grammatical analysis. It is simply an example of that well-known precept in education, 'one thing at a time.' As to the alphabet, we use Passy's, because it is the most widely diffused, and it seems important in this respect to aim at uniformity. Personally, I should be inclined to use an alphabet like that of Professor Rosset, of Grenoble, which I believe is based on that of l'Abbé Rousselot. But the whole question is a wide field in which experiments should be made. The one point I want to emphasize is that the first spelling used should be phonetic.

L. VON GLEHN.

GERMAN-GERMAN VOCABULARIES.

Die Erörterung dieser Frage im Juniheft interessiert mich um so mehr, als ich eine Korrektur von Mr. Savory's *Reformlesebuchs* gelesen und somit eine Art Mitverantwortlichkeit auch für die Bedeutungsangaben des Wörterverzeichnisses übernommen habe. Darf ich mir die Freiheit nehmen, das Folgende zur Sache zu bemerken?

Ich stimme mit Mr. Savory darin überein, dass ich von den ungeheuren Vorzügen eines einsprachigen Vokabulars überzeugt bin, ohne deshalb einen Augenblick zu verkennen, wie unvergleichlich viel schwerer es ist, ein einsprachiges Vokabular herzustellen als ein zweisprachiges. Es wäre daher eine Vermessenheit zu glauben, dass trotz aller aufgewandten Mühe und Sorgfalt sich nicht manches in den Bedeutungsangaben des *Reformlesebuches* noch bessern liesse. Ich zweifle auch nicht daran, dass Mr. Savory jede sachlich gehaltene Einzelkritik im höchsten Grade willkommen ist. Man soll aber meines Erachtens von einem einsprachigen Vokabular auch nicht Dinge verlangen, die es weder leisten will noch zu leisten braucht. Die Bedeutungsangaben eines solchen Wörterverzeichnisses sind nicht voraussetzungslos; sie rechnen vielmehr erstens mit der vom Schüler bereits erworbenen allgemeinen Kenntnis der Sprache und zweitens mit der vorher in der Klasse erfolgten Behandlung des Lesestückes, wobei ein Drittes—die Aufbietung des dem Schüler zu Gebote stehenden Scharfsinns zur wiederholten oder erstmaligen Vornahme der nötigen Denkprozesse—als selbstverständlich ausser Betracht bleiben kann. Wird Savory's Wörterverzeichnis in diesem Sinne geprüft, so ist mir um das Urteil nicht bange.

W. VIËTOR.

MARBURG.

I regret to have to ask you to allow me any more space in your columns on the above subject, but I feel I must answer the remarks of your reviewer relating to my reply to his criticism on my 'Deutsches Reformlesebuch,' as his remarks are evidently based on a misunderstanding.

In support of his contention that the German explanations in my vocabulary 'will sometimes be found more difficult than the word,' he says: 'In the explanation of *vertragen* we have "*Er kann die Kälte schlecht vertragen = sie bekommt ihm nicht, sie schadet ihm.*" If any pupil does not know the meaning of *bekommen* in this connection and looks it up, he will find "*bekommen = erhalten. Ich bekam es, man gab es mir.*" This, as an explanation of *bekommen*, used with reference to *die Kälte*, fails to satisfy.' I submit that if neither of the two explanations of *vertragen* makes the meaning clear to the pupil, he is not yet sufficiently advanced to read the 'Reformlesebuch,' which '*für das zweite und dritte Jahr des deutschen Unterrichtes geeignet ist*' (see first page of preface). Or does your reviewer seriously think that a pupil who has been learning German for a year or two would be ignorant of the meaning of *schaden* even if he fail to understand this use of *bekommen?* In any case, the vocabulary only attempts to explain words and meanings of words occurring in the text, not those used by way of definition in the vocabulary. Con-

sidering that the *Wörterverzeichnis* already takes up more than a third of the book, it is obvious that a sort of 'House that Jack built,' involved in a series of explanations of explanations, would have swelled the vocabulary to incalculable dimensions.

If such criticisms as those of your reviewer were allowed to stand, a German-German vocabulary would be altogether impossible.

D. L. SAVORY.

[The Reviewer writes: 'The difficulty is inherent to *all* vocabularies *when we have no co-ordination of language teaching.* It is my experience that many boys and girls in the third year do not know the meaning of *schaden*.' The whole question of vocabularies with explanations in the foreign language deserves fuller consideration, and an article on this subject will appear in an early issue of MODERN LANGUAGE TEACHING.]

The following letter was received too late for insertion in the last number:

May I correct a slight misapprehension which might result from a passage in the review of Mr. Savory's *Reform Lesebuch* in the April number of MODERN LANGUAGE TEACHING?

I am using the book with my second year German class, and find the vocabulary supplies *to perfection* the necessary transition from *Anschauungsmittel* to the German dictionary, for the explanation of new words and phrases. It goes without saying that, at this stage, the pupil should not be left entirely to himself in the preparation of new material. The teacher should be present at the first perusal of the new passage, to make sure that the correct meaning is attached to the new expressions. After that the German explanation in the vocabulary will come quite easy to the pupil, and, indeed, I admire every day the ingeniousness displayed in making these explanations so adequate and yet so simple.

LOUIS VON GLEHN.

PERSE SCHOOL,
CAMBRIDGE.
May 17.

REVIEWS.

La Vénus d'Ille et La Dame de Pique. By PROSPER MÉRIMÉE. Edited by W. G. HARTOG. Murray. Price 1s. 6d.

Both editor and publisher are to be congratulated on their great daring in including these two stories in a series intended for students in the upper and middle forms of schools. If Mérimée could have seen what he always considered his masterpiece — the *Vénus d'Ille* — placed almost *in puris naturalibus* before boys and maidens of English schools, the effect would have been to change his *sourire infernal* into the unquenchable laughter of the Gods. The story is a fine example of Mérimée's supreme faculty, unique perhaps among the writers of the short story, of fixing the attention of the reader at the very start, and of compelling him to read uninterruptedly to the very end. By brilliant realism and bewitching impersonality the reader's emotions are stirred to their depths, and the author's object is thereby achieved. Into the story, with exquisite art, Mérimée weaves his expert knowledge of sculpture, architecture, antiquities, and philology. The crisis of its plot he gets from an obscure Latin chronicle of the tenth century A.D. This fact has not been noticed by the editor, and the reader would assume that the story is strictly original. Tom Moore has made use of the same legend in 'The Ring.'

La Dame de Pique, a translation from the Russian of Poushkin, proves Mérimée an admirable translator; in fact, were we not told that the story was a translation, we should believe it original, for the style and choice of subject are quite in Méri-

mée's earliest and best vein. Mérimée took to the study of Russian, he says, to be able to talk to the Cossacks on their next arrival at the Tuileries, and pronounced the language to be one that pedants had not had the time to spoil. The story, however, is one that we should hesitate to read with our sets. *Caveat pædagogus!* Why did not the plucky editor give us instead the *Vase Etrusque?* The biographical note is in some cases misleading. Mérimée was never attached to the Foreign Office, and did not begin his official career till 1830, when he entered the Admiralty. 'En 1837 il publia encore six nouvelles sous le titre de *La Vénus d'Ille*.' This is quite ununderstandable. The *Vénus d'Ille* appeared entire on May 19, 1837, in the *Revue des Deux Mondes*. 'Ces ballades (*i.e.*, *La Guzla*) eurent un succès immense.' Mérimée says that about a dozen copies were sold. Instead of quoting, by way of appreciation, the opinion of a clever journalist, the editor might have cited a critic. Sainte-Beuve, Faguet, Filon, and Walter Pater, are at his call. No allusion is made to his letters; it is as a letter-writer, and not as a *raconteur*, that Mérimée's name will be remembered.

A special point is made of the footnotes in French, which are of a scrappy kind. *Patine* (p. 13) requires an explanation of thirteen words in French; an English word of one syllable would amply suffice. At the end of each story are *questionnaires* on the subject-matter, questions on grammar, and exercises for free composition—now so dear to the heart of the Reformer. Misprints in the text are too frequent, and show careless reading for press. In one of the few attempts at expurgation the sense has completely gone (p. 26, 11-12).

Deutsches Aussprachewörterbuch. Von Wilhelm Viëtor, Reisland, Leipzig. I. Heft: *A—Biogenetisch.*

To the many debts we owe Professor Viëtor is added another: he has undertaken to issue a pronouncing dictionary of the German language. Unlike the Michaelis-Passy dictionary for French, it gives us the conventional spelling first; and this is undoubtedly the more convenient arrangement. It is expected that the work will run to twenty-five sheets—*i.e.*, 400 pages, and cost about 10s.

The execution of the work is masterly; the author's name is a guarantee for that. Not content with giving the pronunciation, he also supplies the *Verdeutschung* of the many *Fremdwörter*, which had to be included for the sake of completeness. Every teacher and student of German should subscribe at once to this indispensable book of reference; when the parts have been issued, the price will be raised.

1. *Goethe, Iphigenie auf Tauris.* Edited by G. Frick. Pp. 76. Price 6d.
2. *Kleist, Prinz Friedrich von Homburg.* Edited by H. Gaudig. Pp. vi+127. Price 10d. Volumes in the series *Deutsche Schulausgaben*, published by Teubner (Leipzig).

These editions are remarkable for the beauty of the type, clear and artistic. Footnotes explain historical and other allusions. To the editions of *Iphigenie* are appended: 1. *Zeittafel zu Goethes Leben;* 2. *Durchblick durch das Drama;* 3. *Rückblick auf das Drama.* Such editorial restraint is rare; generally the introduction and paraphernalia supply so much that nothing is left for the pupil to work out by himself. Dr. Gaudig treats Kleist's noble play in a different way; he adds no footnotes, but in the Appendix he dwells at length on the qualities of the play, shedding light on scene after scene, and opening the eyes of the reader as an art critic may help us to fresh beauties in a work of art. For a good class this play would form the subject of an inspiring and elevating study.

Lessing, Miss Sara Sampson. Edited by J. Neubauer. Leipzig: Teubner. Pp. xvi+66. Price 6d.

This edition of Lessing's first important play appears in that excellent series, Graesers *Schulausgaben klassischer Werke.* As the editor points out, the play is indeed *kein auf der Höhe der Kunst*

stehendes, im eigentlichen Sinne klassisches Drama; but, as marking a stage in Lessing's literary career, and in the history of the German drama, its inclusion in the series is amply justified. The Introduction treats in an interesting and scholarly manner of: *Entstehung und Aufnahme des Stücks; Stoff und Behandlung desselben; Bedeutung des Dramas in der Entwicklung des Dichters; Ort und Zeit der Handlung.* Brief notes, clearing up all real difficulties, have also been supplied. To students of German literature this edition may be warmly recommended. The play is, of course, unsuitable for class use.

FROM HERE AND THERE.

THE Board of Education have decided to make additional grants for aiding a limited number of secondary schools to maintain French or German assistants engaged under the agreements with the French and Prussian Ministers of Education. The grants made will, as a rule, be £30 for each assistant, or half the cost of maintenance, where the total cost does not exceed £60. According to Circular 718, the foreign assistants are to receive at the schools to which they are appointed full board and lodging free of charge, or, in lieu thereof, a maintenance allowance to cover the cost of board and lodging. The minimum allowance that can be made for the full period of service is £60, and the amount will vary from this sum to £75, according to local conditions. Assistants must not be required to give regular class instruction or to take supervision duty, and not more than an average of two hours' work a day (twelve hours a week) may be demanded of them. They shall rank as the equals in status of the regular teaching staff. Proper provision is to be made for their attendance at such classes as may be of use to them. They are to be employed chiefly to conduct small 'conversation groups' of five or six pupils, generally over fourteen years of age.

CAMBRIDGE UNIVERSITY.—As usual, we classify the results of the recent Medieval and Modern Languages Tripos:

Old regulations (this is the last examination under these regulations)—

	Men.	*Women.*	*Total.*
First Class ...	7	1	8
Second Class ...	9	21	30
Third Class ...	9	13	22
	25	35	60

In addition to these, two men were excused the General Examination, and one woman attained the standard of the ordinary Degree.

New regulations (only taken by a few second year students)—

	Men.	*Women.*	*Total.*
First Class ...	3	0	3
Second Class ...	2	1	3
Third Class ...	2	0	2
	7	1	8

In addition to these, two men were excused the General Examination.

Including two men, whose names did not appear in the lists, this gives a total of 75 candidates (38 men and 37 women).

We learn that in the 'Mays' (annual examinations for Honours students) the numbers were as follows:

	Men.	*Women.*	*Total.*
Second year ...	18	24	42
First year ...	24	40	64
	42	64	106

Of these, 85 took Section A (Modern English); 4 B (Older English); 142 C (French); 1 D (Romance); 77 E (German); 2 F (Germanic); 1 I (Russian).

Altogether there were 181 Honours

students in Modern Languages. This fact may well be borne in mind in connexion with the article on 'Modern Language Teaching at Cambridge,' printed in another column.

❧ ❧ ❧

CAMBRIDGE UNIVERSITY, GIRTON COLLEGE.—The following awards have recently been made: Clothworkers' Scholarship, Miss M. K. Brandebourg, Portsmouth High School (French and German); Goldsmiths' Scholarship, Miss H. O'Brien, Notting Hill High School (French and German).

❧ ❧ ❧

DUBLIN, TRINITY COLLEGE.—Modern Literature Scholarships have been awarded to Kathleen Helena Huggard and Olive Ross.

❧ ❧ ❧

LONDON UNIVERSITY.—Miss Euphemia Ramsay, B.A., University College, has been appointed to the Gilchrist Studentship in Modern Languages.

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OXFORD UNIVERSITY.—The results of the last examination in the Honour School of Modern Languages may be analysed as follows:

	Men.	*Women.*	*Total.*
First Class ...	0	4	4
Second Class ...	3	6	9
Third Class ...	0	2	2
Fourth Class ...	1	3	4
	4	15	19

The following are the results in the Honour School of English Language and Literature:

	Men.	*Women.*	*Total.*
First Class ...	4	3	7
Second Class ...	5	7	12
Third Class ...	3	8	11
Fourth Class ...	1	0	1
Ægrotat ...	0	1	1
	13	19	32

❧ ❧ ❧

OXFORD UNIVERSITY.—Don Fernando de Arteaga, M.A., Worcester College, has been reappointed to the Taylorian Lectureship in Spanish for another five years.

OXFORD UNIVERSITY.—A decree has been passed authorizing the Curators of the Taylor Institution to grant to Signor C. F. Coscia, M.A., Queen's College, Taylorian Lecturer in Italian, a pension of £100 a year in recognition of his long service to the institution.

❧ ❧ ❧

OXFORD UNIVERSITY, EXETER COLLEGE.—An exhibition in Modern Languages has been awarded to Mr. F. D. Barker, Royal Grammar School, Colchester.

❧ ❧ ❧

UNIVERSITY OF WALES.—It has been decided to confer the degree of Doctor of Literature upon Professor Kuno Meyer, of the Liverpool University.

❧ ❧ ❧

Mr. H. C. Norman, B.A., French Master at the Liverpool Institute, has been appointed Headmaster of the County Secondary School at Ramsgate.

❧ ❧ ❧

The cause of Anglo-French friendship loses one of its most courageous apostles in Mr. Warren Hastings Sands, whose death is directly due to a chill caught while on a tour in France. For many years he had been the active secretary of L'Entente Cordiale, the success of which society was largely due to the energy he put into its affairs.

❧ ❧ ❧

A correspondent draws our attention to a letter addressed to the *Yorkshire Post* by the Rev. E. C. Owen, Headmaster of St. Peter's School, York. With the main contentions of the letter we are not concerned, but we must take strong exception to the following statement contained in it:

> 'The Board [of Education], as you say, shows an inclination towards the new methods of teaching Modern Languages. It is a significant fact that the International Conference of Modern Language Teachers, which met in Paris last Easter, decided against them.'

It is most regrettable that a man in a position of authority should make a statement of this kind without carefully verifying his facts. To our knowledge the words quoted have been repeated by another Headmaster, and who can tell how much harm this significant misstatement of fact may yet do?

⁂

The Hon. Secretary would be very glad to hear from any member who could help him to supply any of the following wants:

1. A French family, with a boy aged about thirteen, who would take an English boy of the same age during August.

2. An English family who would receive the Principal of a Swiss lycée during August.

3. An English family (not very far from London) who would receive a French boy during August and September.

4. A German family (preferably in the Rhine district) who would take in two young ladies during August.

⁂

The Secretary of the Friendly Correspondence Circle would like to hear from English, French, or German teachers desiring to exchange notes about work and methods, or for mutual exchange of languages. Address (enclosing stamped envelope) to Miss Usher, 16, Poynder Villas, London Road, Isleworth, Middlesex.

⁂

Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10 to 11.30 a.m. on October 2, 16 and 30 and November 13 and 27 on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted; and five lectures from 12 to 1 on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetics lectures alone is 7s. 6d., for the Method lectures alone 5s., for both courses 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.), who will, however, only deliver the lectures if there is a sufficient demand.

GOOD ARTICLES.

JOURNAL OF EDUCATION, June, 1909: Phonetics and Class Singing (S. A. Richards); Memorandum on Language Teaching in State-aided Secondary Schools in England.

EDUCATIONAL TIMES, June, 1909: Not how to Teach Modern Languages (leading article on Circular 705); The Dangers of Illustration in Class Teaching (Professor Adams).

TEACHERS' GUILD QUARTERLY, June, 1909: The Relation between Rote Memory and General Proficiency in Schoolchildren (W. H. Winch).

LES LANGUES MODERNES, May, 1909: Le Congrès International; Accentuation et Prononciation dans les Langues Germaniques (L. Ritz). June, 1909: Congrès International, Discours de M. Brunot; Sur un Essai de Méthode Orale pure en Sixième (M. Bec).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, July, 1909: De l'Acquisition des Formes Syntaxiques et Idiomatiques (A. Pinloche).

DIE NEUEREN SPRACHEN, May, 1909: Der Neuphilologe und die bildende Kunst (F. Schwend); Amerikanische Kultur, das höhere Unterrichtswesen (A. Rambeau).

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

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MODERN LANGUAGE WORK AT CAMBRIDGE DURING THE LAST TWENTY-FIVE YEARS.

Alles Irdische muss erst werden und wachsen und reifen,
Und von Gestalt zu Gestalt führt es die bildende Zeit.—SCHILLER.

CAMBRIDGE is the first British University where (in 1884) a system of advanced instruction in Modern Languages was instituted, and where the scientific study of English, German, French, Italian, and Spanish, was encouraged by the establishment of an examination for an honours degree, the Medieval and Modern Languages Tripos. The higher study of Modern Languages at Cambridge is now twenty-five years old, and has won an honourable place by the side of the older branches of study. Readers of MODERN LANGUAGE TEACHING may like to have a short survey of the past history and the present position of Modern Language studies at Cambridge, which, during the last quarter of a century, has trained no less than 567 men and women in her Honours School, and where, at the present moment, well over a hundred students are reading for the Medieval and Modern Languages Tripos.*

The first provision for the organization of Modern Language studies at Cambridge was made thirty years ago by the establishment in

* For previous accounts given by me of older phases of our Tripos, see *The Modern Quarterly of Language and Literature*, April, 1899, pp. 322 *et seq.*; and the chapter contributed by me to P. Shaw Jeffrey, *The Study of Colloquial and Literary French*, London, 1899, pp. 173 *et seq.* See also E. G. W. Braunholtz, the Medieval and Modern Languages Tripos, Cambridge, 1892 (in *The Student's Guide to the University of Cambridge*, fifth edition, Part XI.).

the University of the 'Special Board for Medieval and Modern Languages.' This Board held its first meetings in February, 1879. A report on the needs of the department of Modern Languages was immediately prepared and sent to the University of Cambridge Commissioners. In it the Board suggested 'that professors or readers of English literature and of the Romance and Teutonic languages should be established without delay; and that professors or readers of Medieval Latin, of Byzantine Greek, and of the Scandinavian, Celtic, and Slavonic groups of languages should be provided as soon as the University funds will allow.' The Board also suggested 'that University teachers of the French, German, and Italian languages should be provided without delay; and that teachers of other European languages should be added as opportunity may offer.' With these bold, although by no means unjustified, demands the official activity of the Board was inaugurated just one generation ago. Many of these demands remain still to be met by the University.

Modern Language studies, as they have gradually developed at Cambridge, are generally supervised by the 'Special Board,' on which English, French, and German are represented by the principal teachers. The Board prescribes the subjects for special study, nominates examiners, recognizes teachers, proposes scholars for the degree of Litt.D., issues from time to time regulations concerning special points connected with the study and teaching of the subject, revises and remodels existing schemes of study and examination, which it submits to the Senate for acceptance, and sends a representative to the 'General Board of Studies.'

Proficiency in Modern Languages is tested by various University examinations. These are—apart from the various Cambridge 'Local' and 'Joint Board' (school) examinations—the following:

1. *The Previous Examination* (*'Little-Go'*).—Since 1886, French and German have been two of the three 'additional subjects,' one of which must be taken by every student who intends to read for Honours. Many men take one Modern Language, usually French, but a considerable number of Honour students do not qualify in any Modern Language, and are usually entirely ignorant of German. It is especially to be regretted that the proposal made in 1905 by a strong committee of resident members of the Senate to allow Honour men to substitute a modern language for Greek in the Little-Go was rejected by the vote of the non-residents.* It is clear that German—which is so very important for all Honour students, and really indispensable for all higher work—is suffering particularly from the present state of things, which exacts a smattering of Greek from

* See Karl Breul, *Greek and its Humanistic Alternatives in the Little-Go*, Cambridge, Heffer, 1905.

every candidate presenting himself for the Previous Examination. The position of French in secondary schools is firmly assured by now, but as long as the Universities do not insist on some knowledge of German in their Entrance Examinations, it will be most difficult to raise it from the serious neglect into which of late years it has unfortunately fallen, and which, no doubt, constitutes a very real danger to higher education in this country. See the memorial to the Board of Education, printed in vol. iv. (November, 1908), pages 195-198, of MODERN LANGUAGE TEACHING.

2. There exists a *Special Examination in Modern Languages* (established in 1883, remodelled in 1891, and probably to be remodelled again before long). It is a Pass Examination in either English and French, or English and German, qualifying for the ordinary degree of B.A. In this examination, which is not taken by many candidates, as most of the men and all the women students of Modern Languages at Cambridge read for the Tripos, the standard is not high. Since 1884 it has been held twice a year, and consists for each language of two parts of graduated difficulty. It provides at present for an examination in English, French, or German, including prescribed authors, translation, composition, an essay in English, and voluntary papers on original composition in French and German, elementary Anglo-Saxon, Old French, or Middle High German. It is at present without a compulsory oral test. Candidates who have passed both parts of the Special Examination may present themselves for an oral examination held for Tripos candidates, and thus obtain recognition of proficiency in spoken French and German. The regulations for the 'Special' and the Oral Examinations are given in full in *The Cambridge University Calendar* (Cambridge: Deighton, Bell and Co.) and in *The Student's Handbook to the University and Colleges of Cambridge* (Cambridge University Press), which are both published annually at the end of September.*

3. By far the most valuable University examination is *The Medieval and Modern Languages Tripos*, to which the rest of this article refers exclusively.†

The desirability of instituting a Tripos Examination was recognized

* A certain amount of familiarity with Modern Languages is now also required in the examinations for the Economics Tripos (see *The Student's Handbook*, 1909, p. 334) and the History Tripos (*ibid.*, p. 343).

† The history of Modern Language studies, and the discussions held at different times in the Senate House about the organization of the Tripos, may be investigated in detail in the columns of the official *University Reporter*. Long before the Modern Language Tripos or the Special Examination were thought of, an attempt was made by the Government to promote the study of Modern Languages in the Universities of Cambridge and Oxford in connexion with history, in order to train students for the diplomatic service. The Regius Professor of Modern History is still an *ex officio* member of the Special Board for Medieval and Modern Languages. See Oscar Browning's articles on 'King's Scholars in Modern History and Modern Languages, 1724-27,' in *The Cambridge Review*, 1897, pp. 117-119 and 145-147 (November 26 and December 9).

by the Board as early as 1879, and regulations for such an examination were drafted in the following year. Several years, however, elapsed before the project assumed a definite and workable shape. Before the scheme of an Honour Examination was fully elaborated by the Board and accepted by the Senate, a Pass Examination ('the Special Examination') was instituted in February, 1883. In the following year (summer of 1884) the 'Medieval and Modern Languages Tripos' was first established, after a great deal of consideration and discussion. It originally consisted of a qualifying part (four papers on French and German translation and composition) for all candidates, and of three special parts—French with Provençal and Italian, German with Old Saxon and Gothic, and English with Anglo-Saxon and Icelandic (each section containing six papers) —of which only one could be taken by a candidate at the end of his third year. No candidate was allowed to take another section in a subsequent year. In this earliest stage of the Tripos (1884-1891) the medieval element occupied too prominent a place; too much of historical grammar and medieval literature was enforced on all students, while the modern and oral element was too much neglected. This was probably partly due to the wish, on the part of the framers of the first scheme, to avoid beyond all doubt the reproach (addressed rather unjustly to the Tripos before it came into existence) of being a 'Courier Tripos,' and partly to the fact that the first regulations were drafted by scholars deeply interested in Modern Languages, but most of them not experts, and all without any practical experience of the working of such a scheme. After the regulations for the Medieval and Modern Languages Tripos had been in force for five years, it was felt on all hands that they required some remodelling in order to become really useful and attractive to the great majority of Modern Language students.

In 1889 the Special Board therefore began a revision of the old regulations, and, after many deliberations, a completely revised scheme was proposed to the Senate, and accepted by it in 1891. The first examination under the original regulations was held in 1886; the first examination under the revised regulations was held in 1894. This second scheme has been in force for sixteen years, and the final examination under it was held only a few months ago—in June, 1909. It consisted of six sections, two for English and Germanic, two for French and Romance, two for German and Germanic, with the addition of an optional *viva voce* test. Being considerably more elastic than the old, this scheme

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On the facilities which were lately accorded to 'advanced students,' see Sir Donald MacAlister's pamphlet, *Advanced Study and Research in the University of Cambridge*, Cambridge, 1896, second edition, 1903, 1s.

proved to be much more attractive, and the number of students reading for the Tripos soon began to increase. A full account of the regulations under which the sixteen examinations between 1894 and 1909 were held is given in *The Student's Guide to the University of Cambridge*, fifth edition, Part XI., Cambridge, 1892 (with many useful hints on the University study of French and German, under the general editorship of Mr. Braunholtz).* The tastes and needs of various classes of students were taken into consideration much more than in the original scheme, and the new regulations for the Cambridge Tripos Examination had a considerable influence on the shaping of the regulations for the Honour Examinations in the University of London and other English Universities.

However great the improvement on the first scheme of 1884 had been, increasing experience in teaching and examining rendered a further reform and extension—on the lines of the first reform of 1891—desirable, and the members of the Board began once more (in 1904) the laborious task of remodelling the Tripos. The present scheme, the result of long and careful deliberations, which came into force in 1907, and the first examination under which was held last June (1909) concurrently with the last examination under the older regulations, has still to stand the test of experience. But we have reason to be hopeful. In its gradual development our Cambridge Tripos has tried to profit by the experiences made and the experiments tried *intra et extra muros*. It is, like all human institutions, a compromise between different views and divergent wishes, but it is a sensible and workable compromise. The Tripos has gradually been made more and more elastic, more modern and practical, without sacrificing its legitimate and necessary scientific basis. If it has become more literary, less medieval and strictly philological, it has yet carefully retained the fullest possibilities for a thorough philological and critical training of the students in a course extending over three or four years, and from the first entirely devoted to the study of Modern Languages.

Of the nine sections of which the Tripos in its latest form consists, six are chiefly modern and literary (A, English; C, French; E, German; G, Italian; H, Spanish; I, Russian), while three are chiefly medieval and more strictly philological (B, English and Germanic; D, French and Romance; F, German and Germanic). In order to obtain an Honours degree in Modern Languages, a student may offer any two sections, and, if he has previously passed another Tripos, he may offer any one (or two) for examination. He may, for instance, combine English with German, or French with German, or Classics

* Foreign readers of this article may refer to my articles in *Englische Studien*, xii. (1888), 244 *sqq.*, and xviii. (1893), 43 *sqq.*, on *Das wissenschaftliche Studium der Neueren Sprachen an der Universität Cambridge*.

with French, or French with Italian or Spanish, or may specialize in English or French or German by taking two sections devoted to the study of one language. He is allowed to take two sections at the same time at the end of his third year of residence, or he may offer one at the end of his second, and the other at the end of his third or fourth year. The present facilities for an extension of studies in a fourth year are much appreciated. Historical, classical, and other students may also become candidates for part of the Medieval and Modern Languages Tripos. A *viva voce* test, which in recent years was an examination *per se*, and entirely optional, now forms part of the scheme, although for the present it has not yet been found possible—as no doubt it will be at some future time—to require the candidates to satisfy the examiners in the oral test in order to pass in the Tripos. Still, the attestation of a qualification in the ready use of the spoken foreign language, which will be indicated by a special mark in the class-list, will not fail to be of great value to all students who seek to obtain posts as Modern Language teachers, while the absence of this mark will henceforth clearly show headmasters and educational agencies that the students have failed to show proficiency in the compulsory oral examination, although they were successful in their written examination. A candidate who is rejected in the oral examination, but has passed the written test, is allowed to present himself again for the *viva voce* in order to obtain the desirable qualifications.

Regulations.—It is impossible to print in this place the new regulations for all the nine sections,* but the scheme of examination now in force for French and German (C, Modern French; D, Old French and Romance; E, Modern German; F, Old German and Germanic) will give a good idea of the scope and general spirit of the new Tripos. The Italian and Spanish portions (G, H) have been much extended, the English sections (A, B) may before long be remodelled and changed into three, the Russian section (I) is entirely new; while the Keltic group of languages, especially Irish and Welsh, are not yet represented in our present scheme of examinations, although some instruction in Keltic philology has occasionally been given by a competent scholar. Three hours are allowed for each paper in each section, and two papers are set on each day.

SECTION C (*French*).

1. Passages from unspecified French authors not earlier than 1500, and from the authors prescribed in connexion with papers 5 and 6 for translation and explanation, with questions on language and metre arising from such passages.

2. Alternative subjects for an essay in French bearing on French literature, history, or institutions.

* See *The Student's Handbook to the University and Colleges of Cambridge*, fifth edition, 1909, pp. 361-376.

3. Passages from English authors to be translated into French.

4. (*a*) Passages from specified French writings earlier than 1500 for translation and explanation, with questions on language, metre, and literary history.

(*b*) Questions on the history of the French language, on the elements of historical French grammar, and on French metre.

5. Questions on a special period or subject of French literature after 1500 prescribed from time to time in connexion with certain specified authors or works.

6. Questions on French literature after 1500, and on certain specified authors or works belonging to the same period.

No candidate shall be regarded as having passed the examination unless he has satisfied the examiners in composition as tested by papers 2 and 3.

SECTION D (*Old French and Provençal*).

1. Passages from French authors earlier than 1500 for translation and explanation, with questions on language, metre, and literary history.

2. Questions on a special subject of French literature before 1500 prescribed from time to time in connexion with certain specified works, with passages from such works for translation or explanation and discussion.

3. Passages from Old Provençal authors for translation and explanation, with questions on language, metre, and literary history.

4. Passages from selected Old Provençal writings for translation and explanation, with questions on language, metre, and literary history.

5. Questions on the principles of Romance philology and on the historical grammar of the languages included in this section.

SECTION E (*German*).

1. Passages from unspecified German authors not earlier than 1500, and from the authors prescribed in connexion with papers 5 and 6 for translation and explanation, with questions on language and metre arising from such passages.

2. Alternative subjects for an essay in German bearing on German literature, history, or institutions.

3. Passages from English authors to be translated into German.

4. (*a*) Passages from specified German writings earlier than 1500 for translation and explanation, with questions on language, metre, and literary history.

(*b*) Questions on the history of the German language, on the elements of historical German grammar, and on German metre.

5. Questions on a special period or subject of German literature after 1500 prescribed from time to time in connexion with certain specified authors or works.

6. Questions on German literature after 1500, and on certain specified authors or works belonging to the same period.

No candidate shall be regarded as having passed the examination unless he has satisfied the examiners in composition as tested by papers 2 and 3.

SECTION F (*Old German*).

1. Passages from Middle High German writings for translation and explanation; with questions on language, metre, and literary history.

2. Passages from selected Middle High German writings (one hour) and specified and unspecified Old High German writings (two hours) for translation and explanation; with questions on language, metre, and literary history.

3. Questions on a special subject of German literature before 1500 prescribed from time to time in connexion with certain specified works, with passages from such works for translation or explanation.

4. Passages from specified and unspecified Middle Low German and Old Saxon writings for translation and explanation; with questions on language, metre, and literary history.

5. Passages from Wulfila's version of the Gospels for translation and explanation; with questions on the Gothic lan-

guage and on the principles of Germanic philology, with special reference to the languages included in this section.

Oral Examination.—The principal regulations governing the new Oral Examination are as follows :*

An Oral Examination in French, German, Italian, Spanish, and Russian shall be held annually. The examination in each language shall include (*a*) dictation, (*b*) reading aloud, (*c*) exposition by the candidate of one of several subjects proposed by the examiners, and (*d*) conversation.

The subjects for conversation and exposition shall be taken mainly from a book or books to be from time to time prescribed by the Board. Public notice of the book or books selected for the examination in any year shall be given by the Special Board for Medieval and Modern Languages in the Michaelmas Term preceding the examination.

Distinction or a pass in the Oral Examination shall be indicated by special marks added in the Tripos list to the names of successful candidates. The result of the examination in the spoken language shall not influence the Tripos class-list. No candidate shall be admitted to the examination in any of the Sections C, E, G, H, I of the Medieval and Modern Languages Tripos unless he shall have previously presented himself for the Oral Examination in the corresponding language or languages.

Any student who is a member of the University, and whose name has at any time previously appeared in the class-list of the Medieval and Modern Languages Tripos, or in the class-lists of both parts of the Special Examination in Modern Languages, or who in the examination for the Medieval and Modern Languages Tripos at any time previously has been declared to have acquitted himself so as to deserve an ordinary degree, may in any year be a candidate for the Oral Examination in any one or two, but not more than two, of the languages specified in Regulation 1.

Prescribed Works.—The number of works prescribed for special study in the various sections has of late been somewhat reduced, in order to allow students more leisure for general reading or for the study of certain authors or periods in which they take a special interest—above all, great modern writers of the nineteenth century. The books that are set by the Special Board are announced in the *University Reporter* three years before the examination. The following are the books that are prescribed in French (C, D) and in German (E, F) for the Tripos of 1910 :*

(C)

Chrétien de Troyes, Yvain (omitting lines 3142-3340 and 3416-6526). Constans, Chrestomathie de l'ancien français, third edition, sections 4-30 (omitting 9, 12, 14, 18, 19, 23, 26, 27, 28).—Special subject: The history of the Romantic movement, 1820-1850, in connexion with Lamartine: Méditations poétiques. A. de Vigny, Poèmes antiques et modernes. V. Hugo, Préface de Cromwell; Les Orientales; Hernani; Les Feuilles d'automne; Notre-Dame de Paris; Les Burgraves.—Montaigne, Essais i., cc. 19, 24-27. Corneille, Le Cid; Polyeucte. Racine, Andromaque; Phèdre. La Fontaine, Fables. Voltaire, Choix de lettres ed. L. Brunel. Diderot, Extraits ed. J. Texte.

* For particulars see *The Student's Handbook*, 1909, pp. 377, 378.

* For other sections and years see *The Student's Handbook* (1909), pp. 375 *et seq.* As to books recommended in connection with the prescribed works, see *Deighton's List of Books arranged under Examination Subjects*, published annually in October by Messrs. Deighton, Bell and Co., Trinity Street, Cambridge.

(D)

Special subject: French literature in the reigns of Louis VII., Philippe Auguste, and Louis VIII., in connexion with Aliscans. Chrétien de Troyes, Lancelot. Guillaume de Dole. Aucassin et Nicolette. Villehardouin, La conquête de Constantinople. Le Mystère d'Adam. Bartsch et Horning, La langue et la littérature françaises depuis le IXème siècle jusqu'au XIVème siècle, pp. 101-394 and 399-408. —Bertran de Born. Flamenca. Appel, Provenzalische Chrestomathie.

(E)

Walther von der Vogelweide (as contained in Bartsch, Deutsche Liederdichter). Nibelungenlied (ed. Golther), Avent. v.-vii., xv.-xvii., xxxvii.-xxxix. Braune, Althochdeutsches Lesebuch, xvi. (7-11), xvii., xxx., xxxv., xxxvi.—Special subject: The development of German ballad poetry in connexion with Bürger, Goethe, Schiller, Uhland, Heine, Platen, Fontane, Meyer, Liliencron.—Liliencron, Deutsches Leben im Volkslied um 1530. Lessing, Hamburgische Dramaturgie. Goethe, Poems, Faust, Goetz von Berlichingen. Schiller, Poems of the third Period, Wallenstein. Kleist, Der Prinz von Homburg. Grillparzer, König Ottokars Glück und Ende. Hebbel, Die Nibelungen. Heine, Deutschland (ein Wintermärchen). Wildenbruch, Die Quitzows.

(F)

Des Minnesangs Frühling, i.-ix. Bartsch, Deutsche Liederdichter, xiv.-xv., xxv. Meier Helmbreht. Wolfram v. Eschenbach, Parzival, iii. Braune, Althochdeutsches Lesebuch, ii., iv., v. (1-8), vi.-xii., xvi., xviii.-xxii., xxiii. (1-2, 12), xxv.-xxxi., xxxii. (1-2, 4, 18-22, 42), xxxiii.-xliii.—Special subject: The Dietrich Cycle in connexion with Das Eckenlied, Alpharts Tod, Die Rabenschlacht, Dietrichs Flucht.—Reinke de Vos, Book i. Old Saxon Genesis. Heliand, 4200 to end.

Lectures and Classes.—The students prepare for the Tripos at the University itself by attending the University lectures, and in recent years to a not inconsiderable extent some college and intercollegiate lectures. Many of the men take, in addition, a certain amount of private tuition. Some of the courses each term, especially those on literary subjects, and most of the practical classes are held in the foreign languages. In some cases a regular rotation, calculated for a two or three years' course, has been arranged, similar courses of lectures recurring every sixth or ninth term. Last year (1908-09) the following courses proposed by the Special Board were offered in French and German.* College lectures are not included in this list:

SECTIONS C AND D.

Mr. Braunholtz.—French Metre; Historical French Grammar; Constans, Chrestomathie de l'ancien français; Aliscans; the Cid in Spanish Literature; Discussions and Papers on Historical French Grammar (for second and third year students); Revision of Subjects for Section C (for third-year students, with papers).

Mr. Tilley.—French Literature from 1687-1820; the Romantic Movement in French Literature.

Mr. Stewart.—Outlines of French Literature (1549-1687).

Mr. Wyatt.—French Unprepared Translation and Composition.

Monsieur Audra.—Lamartine, Musset, Victor Hugo; General Course of French Literature (*f*); Papers in French Composition (*f*); Conversation Classes (*f*).

* For particulars as to these courses, and for other subjects, see the *University Reporter* of April 21, 1909, pp. 759 *et seq.*

SECTIONS E AND F.

Dr. Breul.—Goethe's Faust I. (*g*); German Dramatic Literature of the Nineteenth Century (*g*); History of the German Language; Walther von der Vogelweide; Walther and the German Minnesong; Middle Low German (Reinke de Vos); Modern Low German (Reuter and Groth); Revision Classes for Third-Year Students [Hans Sachs; Hartman von Ouwe, Iwein; Otfrid (*g*)]; German Composition (*g*); German Seminary (*g*).

Mr. Quiggin.—Introduction to Old High German; Braune's Althochdeutsches Lesebuch; Phonetics (English, French, and German).

Lectures delivered in the French language are marked (*f*); lectures delivered in German are marked (*g*). This year (1909-10) the courses in French (C, D) and German (E, F) announced in the lecture-list proposed by the Special Board are as follows :*

SECTIONS C AND D.

Mr. Braunholtz.—La Satire Ménippée; Chrétien de Troyes, Erec; Historical French Grammar; History of Provençal Literature, with Appel's Provenzalische Chrestomathie; Class Work in Italian and Spanish (subjects of Sections G and H); Discussions and Papers on Historical French Grammar (for second and third year students); Revision of Set Subjects for Section C (for second and third year students, with Papers).

Mr. Tilley.—Three lectures introductory to the study of the history of Modern French Literature; Voltaire and Diderot; Boileau.

Mr. Stewart.—Outlines of French Literature 1687-1800; French Translation.

Mr. Wyatt.—French unprepared Translation and Composition.

Monsieur Audra.—Boileau (*f*); French Conversation Classes (*f*); French Composition and Essays (*f*).

Monsieur Chouville.—French Composition and Essays (*f*).

SECTIONS E AND F.

Dr. Breul.—Goethe's more difficult poems (*g*); Faust II. (*g*); German Literature from the origins to Goethe (inclusive); Middle Low German (Reinke de Vos); Parzival (as prescribed for F); Gothic; Revision Classes for third-year students (*g*) (Nibelunge; Old High German Poetry; Sixteenth Century Poetry); German Composition (*g*); German Seminary (*g*). Also a course on scientific German for students of Natural Science and Medicine.

Mr. Quiggin.—German Historical Grammar, with Middle High German and Old High German texts prescribed for second-year students; introduction to Middle High German, with interpretation of the prescribed text; German translation (with papers).

Mr. Perry.—Heinrich Heine (with commentary on set subjects).

Residence Abroad.—Most Cambridge students of Modern Languages have either spent some time abroad before coming up to the University, or arrange to go at least once to Germany or France during the three years of their University Course. They are advised by the lecturers to regard the study abroad as an indispensable supplement to their education at Cambridge, and they are helped with advice, recommendations, and addresses. Every care is taken that they go out well prepared, and are thus able to derive the greatest possible benefit from

* For particulars as to these courses, and for other subjects, see the *University Reporter* of October 9, 1909, pp. 57 *et seq.* College lectures and occasional lectures are not included in this list.

their stay in the foreign country. The cost of such residence need not be very considerable; in certain cases of deserving students some help for their study abroad can be obtained from their colleges. Every year some Cambridge students (men and women) now attend the German and French Holiday Courses, or the courses at Professor Charles Schweitzer's 'Institut Français pour Étrangers' at Paris,* and they derive much benefit from them. A 'Deutsches Institut für Ausländer' in the sense advocated by myself for many years has still to be created. Other Cambridge Honours students join Reading Parties; others, again, prefer to spend their vacations in German or French families, in which they are for the time being the only foreigners and can receive the undivided attention of their German and French hosts.

Teachers.—The first University teachers of English, German, and French (Dr. Skeat, Dr. Breul, Mr. Braunholtz), whose lectures for the Tripos were announced in the *University Reporter* of October 7, 1884, have since that time been lecturing regularly, and are still giving their courses on philological and literary subjects, old and modern. Since 1884 the Modern Language staff has, however, very largely increased in various ways, partly by the welcome co-operation of not a few able men and women graduates who were themselves originally trained in the Cambridge Modern Language School. Lectures in Anglo-Saxon had been provided, even before the establishment of the Board, by the Professor of Anglo-Saxon (Dr. Skeat), whose chair was founded in 1878. For many years Dr. Skeat also lectured on later English authors, especially on Chaucer, and owing to his untiring efforts a University Lectureship in English was established in 1896. The first Lecturer in English (Israel Gollancz) was a former Tripos student and a pupil of Dr. Skeat's. The University teaching staff of the Modern Language Department consists at the present moment of the following: the Professor of Anglo-Saxon, the Readers in Germanic (Dr. Breul) and in Romance (Mr. Braunholtz), and the Lecturers in English (Mr. Macaulay) and in Russian (Mr. Goudy). In October the University will appoint a Teacher of Spanish. There are, so far, no Professorships of English, German, or French. The lectures of the Reader in Comparative Philology (Mr. P. Giles) are sometimes attended by a few of the more advanced Modern Language students. Beside the Professor, the Readers and University Lecturers, there are a number of 'recognized teachers' (Mr. Tilley, Mr. Wyatt, Mr. Stewart, Mr. Quiggin, Mr. Comber) and others, and there are a number of able women lecturers (Miss Steele Smith, Miss Strachey, Miss Hentsch, Miss Paues, Miss Bryers), and several private teachers.

* The present address of Dr. Schweitzer's Institute is 16, Rue de la Sorbonne, Paris. See MODERN LANGUAGE TEACHING, vol. iv. (1908), 213, 214.

Apparatus.—In addition to the excellent University Library and the libraries of their own colleges, students have access to a special reference library for students reading for the German and French sections of the Tripos. The German library was started in 1887 by the (then) Lecturer in German and some of his students; the French department followed a few years later. Both departmental libraries are kept up entirely by voluntary subscriptions of the students and occasional donations. In the German department an attempt has also been made to collect maps, pictures, picture-postcards, and other German *Realia*. Some modern French and German novels and poems are also to be found in the University Union Society, which is, however, not accessible to women students. Phonetic apparatus and a limelight lantern with slides are not yet available, but will, it is hoped, be provided before long. As the University funds are rather limited, there is here much room for private benefactions.

Scholarships, Exhibitions, Prizes, etc.—As Modern Languages are still a comparatively new subject, we have so far but very few prizes. There is the Vidil Prize of about £50, and the second French Prize of about £20 for the French Language and Literature at Trinity College; a Scholarship in Russian of £40 for two years at Gonville and Caius College; the Skeat Prize, to be expended annually in books to encourage the study of English. There is also the University Allen Scholarship of £250 for one year, which can from time to time be given to Modern Language men. For conditions, see *The Student's Handbook*, p. 170. Three fellowships (at Gonville and Caius, at Pembroke and at St. John's) have so far been given to Modern Language men. Some fellowships and prizes have been given occasionally at Girton and Newnham Colleges. Trinity College has, in a few cases, granted major scholarships to particularly good men in their second and third year. Entrance scholarships (varying in amount), and Exhibitions in French and German, are at present given by five Colleges—viz., King's, Gonville and Caius, St. John's, Christ's, and Emmanuel. (For particulars, see *The Student's Handbook*, pp. 85 and 128; and Karl Breul, *The Teaching of Modern Foreign Languages, and the Training of Teachers*, fourth edition (revised and enlarged), Cambridge, 1909, pp. 99 *sqq.*) There are not yet any bursaries or travelling scholarships given by the University or other authorities to Cambridge Modern Language students, but several of our Modern Languages graduates have recently gone for a year to France and Germany on the new system of exchange of teachers.

*Advanced Students and Research Students.**—By the establishment of courses of advanced study and

* See Sir Donald MacAlister, *Advanced Study and Research in the University of Cambridge*, Cambridge University Press, second edition, 1903.

research (in 1886) the University has made it possible for students who have already graduated at other Universities, or who are able to give some other evidence of special qualification, to proceed to the B.A. degree under different conditions from those applicable to the ordinary undergraduate, and after a shorter period of residence. Advanced students are of two kinds: those who are admitted to a course of advanced study, and qualify for a degree by passing a Tripos examination, and those who are admitted to a definite course of research approved by the General Board, and who qualify for the degree by means of a dissertation. Several students of Modern Languages have recently obtained degrees as advanced or research students.

University German and French Societies.—Apart from smaller private and college clubs, in which Modern Languages are studied by a limited number of men or women, there are now two flourishing societies in existence that aim at bringing together (twice a term) the men and women students of German and of French from the various colleges.

The University German Society was started in 1907; the University French Society followed in 1908. At the meetings German and French are spoken as much as possible, German songs are sung, foreign *Realia* are exhibited, and sometimes the members have the pleasure of listening to an address from a former Tripos student who has made his mark as a teacher, or from some other distinguished professor of German or French.

*Examinations.**—All Honour Examinations in Modern Languages are held once a year, in the first half of June. Students who are in their first and second year of residence usually take the 'Intercollegiate Examination in Modern Languages' (the so-called 'Mays'). The subjects of these examinations are, generally speaking, subjects which the candidates will have to take up in the Tripos Examination of the year to which they belong. Scholarships and exhibitions are granted, and increased by the college authorities on the results of this examination, which also serves to give the student an idea of the kind of questions he is to expect in his Tripos Examination, and of his own ability to answer them. In the Tripos and Mays Examinations the names of the successful candidates are arranged in three classes, in alphabetical order; the names of men and women appear in separate lists.

Students in After Life.—Most students reading for the Medieval and Modern Languages Tripos intend to enter the scholastic profession, a few wish to qualify ultimately for posts in the diplomatic, consular, or some other department of the Civil Service, some for posts as secretaries or

* The papers set in the various Tripos, Special, Mays, and Scholarship Examinations are published by the University Press, and may be ordered through any bookseller.

librarians, and a not inconsiderable number go into business. Many of our students, men and women, have obtained responsible posts in Universities and University colleges, public schools, and many of the leading high schools for girls. Some have become inspectors of schools. Others have held, or are holding, the post of *Englischer Lektor* at German Universities; several students (men and women) have obtained the degree of Ph.D in Germany and Switzerland. Among the men and women trained in our Tripos or research work are the following names: Spencer, Gollancz, Macgowan, Milner-Barry, Rippmann, Wyatt, Oelsner, Weekley, Baker, Atkins (London), Kastner, F. Nicholson, Sandbach, Quiggin, Sedgfield, Atkins (Aberystwyth), Greg, Mawer, Rea, the Misses Tuke, Steele Smith, Bentinck-Smith, Neroutsos, Hentsch, Sollas, Marriage (Mrs. Minkoff), Matthews (Mrs. Connal), Strachey, Lowe, Paues, Kidd, Cunningham, and Delp. At least sixty former Tripos students are members, and partly most active members, of the Modern Language Association. Dr. Macgowan was its first secretary; Dr. Greg the second editor of the *Modern Language Quarterly;* Professor Rippmann is the editor of MODERN LANGUAGE TEACHING (and was almost from the beginning responsible for the scholastic portion of the *Modern Language Quarterly*); Mr. Milner-Barry is Vice-Chairman of the Committee of the Association. In the starting and production of the *Modern Language Quarterly*, Cambridge men have had by far the largest share; the present *Modern Language Review* is published by the Cambridge University Press. Many useful articles (often published in the columns of the *Modern Language Quarterly*, *Modern Language Review*, or *Modern Language Teaching*), theses (for a doctor's degree), and books have been produced by men and women trained in the Cambridge Honours School, and it is hoped that in the future Cambridge graduates will contribute an increasingly large amount of original research work, and take their full share in the discussion of methodical and practical questions connected with the study and teaching of Modern Languages.

*Statistics.**—The following statistics may prove of interest. From them it appears that during the last twenty-five years 230 men and 337 women—that is, 567 students—have obtained Honours degrees in Modern Languages through the Tripos, not counting about eight students who obtained a Research degree. The following tables† will show the gradual growth of the Tripos under the first two schemes:

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* See also MODERN LANGUAGE TEACHING, vol. v. (July, 1909), pp. 158-159.

† Some names appear twice in the official lists (in successive years), but have in these statistics only been counted once. Some students who read for the Tripos are not included in these tables, as they failed to obtain an Honours degree. The total number of students is roughly 600.

I. Oldest Scheme.

	Men.	Women.	Total.
1886	3	3	6
1887	2	3	5
1888	2	2	4
1889	10	6	16
1890	4	5	9
1891	6	8	14
1892	6	3	9
1893	8	7	15
	41	37	78

II. Revised Scheme.

	Men.	Women.	Total.
1894	7	15	22
1895	11	17	28
1896	10	10	20
1897	11	16	27
1898	12	13	25
1899	13	11	24
1900	8	13	21
1901	9	21	30
1902	11	20	31
1903	10	17	27
1904	13	22	35
1905	13	29	42
1906	10	21	31
1907	15	17	32
1908	10	25	35
1909	26	33	59
	189	300	489

1886-1909: Men, 230; women, 337; total, 567.

After the Tripos.—It is necessary that students, after finishing their Honours course, and before accepting a post as master or mistress of foreign languages, should devote some time to a careful study of the important practical questions connected with teaching in general, and with Modern Language teaching in particular, and to an acquaintance with the principal books which they will have to use or to refer to in their everyday teaching. Students leaving Cambridge are strongly advised by their University teachers not only to take a thorough course of general training, but to go abroad again for some time, if they can possibly do so, before undertaking Modern Language teaching in English schools.

Modern Languages at Cambridge in 1909.—After two careful remodellings and twenty-five years of arduous work, the School of Modern Languages is now firmly established among the Honours Schools of the University. It is acknowledged on all hands that the Tripos is not —and never has been—a 'Courier Tripos,' not a whit easier and not of a less scientific character than any of the older Triposes. It has been the aim of the teachers of Modern Languages at Cambridge to make the study of English, French, German, and the other languages comprised in the scheme as thorough and as useful in the best sense of the word as they could possibly make it. The present Tripos scheme is believed to satisfy the demands of those who wish the study of Modern Languages at Cambridge to enable future teachers to obtain the best possible scientific and practical training for their profession—as much as any University course of only (and often barely) three years can prepare a man for his special calling. But the training offered by Cambridge does not neglect the needs either of the future scholar, critic, and librarian,

or of the man of leisure who wishes to be able to penetrate more deeply into the spirit of the foreign languages and literatures than he could do by mere travelling abroad. If, then, the Cambridge Tripos has done much for the cause of Modern Language study and teaching in this country, teachers who are interested in the prosperous development of the Cambridge school, and anxious to help it, should bear one thing in mind. The University is not likely to do much more for the further organization and encouragement of the study unless the schools—above all, the great public schools—send up a regular supply of bright and industrious boys and girls well trained in Modern Languages so far as can reasonably be expected, and with a good general education. A considerable increase in the number, and, at the same time, an improvement in the quality of some of our students, is wanted above everything.

Cambridge has done all it could do to meet the reasonable wishes of Modern Language teachers in the country. It has now a right to expect that these teachers will make it a point to encourage annually one or two of their best boys or girls to avail themselves of the opportunities for study and research offered by our Tripos School. The beneficial results of such a policy for the secondary schools, and for the country at large, would soon become apparent. Our aspirations at this University have by no means come to an end with the first quarter of a century of our existence as a fostering-place of Modern Language studies. We are eager to develop these studies still more fully. We say, with Goethe's Euphorion :

> Immer höher muss ich steigen,
> Immer weiter muss ich schaun.

KARL BREUL.

CAMBRIDGE, *September*, 1909.

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.

1. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

2. *What conditions, if any, hinder us from giving to the cultivation of literary taste the place it merits in foreign modern language instruction?*

3. *What principles should determine the suitability of the literary works to be read?*

4. *Graded courses of reading.*

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth,
Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are asked to do their best to make this discussion a success. The best they can do is to contribute—the sooner the better. Contributions need not be long; nor need they cover the whole ground.

VII.—DR. F. W. G. FOAT.

(City of London School and City of London College.)

IN obedience to your request, I write down what I take to be the things which must chiefly be considered in any useful reform or improvement of our teaching of foreign literature in English schools.

I take your three queries in their order:

1. The best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period.

(*a*) *Careful selection and better grouping.* What is the best literature for a child? The answer depends upon another question. For which child? 'The best' is not the best for all. My own estimate is that 10 per cent. only of the children who in secondary schools are set to study literary works of the standard of Scott's novels or Shakespeare's plays are capable of profiting adequately by such study. As many as perhaps 30 per cent. may be induced to 'follow,' but the remaining two-thirds of the ordinary class, grouped as it usually is for administrative and economical reasons, are quite 'out of it.' For twenty boys or girls out of an ordinary class of forty it would often be better to substitute Lamb's Tales from Shakespeare for the dramatic works now set. Lamb is, *for that purpose*, a 'better' author than Shakespeare; and for the half-dozen boys at the bottom of the class Stead's 'Books for the Bairns' would in many cases be 'the best.' If this is true of English authors in English schools, how much more important are its bearings on the study of a foreign work, which is at first sight not only difficult, but meaningless to at least two-thirds. The best literature (for instance, drama or fiction by good writers) demands a mental power in the reader somewhat beyond the average, and even then the writer has assumed that his language, as such, will be readily understood. Now probably not 5 per cent. of the ordinary

secondary class readily understand *the meaning of the sentences* in the foreign language of the prescribed book at the beginning of the study of it. For most—even ordinarily intelligent students—the works prescribed are too difficult, and are undertaken without the necessary acquaintance with the foreign language in which they are written. In these circumstances the term's study is not a study of *literature* at all, but is at best a means of learning something of the foreign language.

Now, unless this charge of unsuitable selection and incongruous grouping is quite wide of the mark, then the majority of our pupils must be going the wrong way to get a liking for the literature. The subtle humour of Le Roi des Montagnes is missed by the boy who has to be told (by teacher or notes or dictionary) what the very sentences *mean*. I have before me a school edition of Merimée's *Colomba*, in which half the book is 'notes,' and one of the notes gives the information that *une petite* means *a little girl*. To be set to read a book like this before you know the meaning of *il n'avait pas bougé de son lit* is 'too bad.' You become weary, if not disgusted, and there is an end of the interest which is to last after school-days. As a matter of fact, our methods of selection and grouping have little reference to the tastes and powers of the pupil, and that is why I put this need as obviously first. How many of the pupils in any given school or class do really appreciate the foreign work? That is the first thing to find out, and if all the examinations were adjourned for a couple of years, to give the teachers time to find it out, the time would be well spent, and an enormous contribution to educational statistics would be made.

(*b*) *More respect for the subject-matter.* If the book is a work of genius, there is a vivid picture of creative imagination which the author is painting in words. This large effect contains the interest of the work, the interest which will live, and in after-days will bring the reader back again to similar work. But though a book be well chosen in most respects in a class suitably grouped, still the interest will be destroyed if it is not allowed to tell its own tale. The author can presumably do it better than anybody else. Let him do it, even if the language is not fully understood, nor all the phrases at first caught up. In the context an interested reader can, for the general purpose of the sense, grasp the meaning of many phrases which he would not know apart. But then suppose he does not know the English equivalent of the latter half of the fourth line, and the examiner should ask it? Ah! that is another story, and has little to do with literature, none at all with the cultivation of a lasting taste for good authors. I am sure, however, that in the long run—say, five years of such reading—the vocabulary as well as the interest will be found to be stronger than after a course in which grammar, vocabulary, and annotation have been allowed to oust the literature.

(*c*) *Intellectual and æsthetic sympathy between the teacher and the class.* This is, I am sure, an indispensable condition in practice. It goes so far afield, however, into the relations of home and school, of adults and learning, of passing generations of pupils and the younger children, that it is impossible to discuss it briefly.

* * * *

2. The conditions which hinder our giving to the cultivation of literary taste the place it merits in modern foreign language instruction?

The answer to this query has been partly implied in the answer to the foregoing, but it may be useful to summarize. The hindrances are:

(*a*) *The prescription of unsuitable books (usually too difficult) by examining authorities.* This depends, no doubt, on the general ignorance on the part of the examiners of the actual state of the pupils' tastes, interest, and mental power. Specialists never allow enough for the inevitable slowness of beginners and the 'average' mind.

(*b*) *The inversion of the natural order in which attention is directed to the work.* Grammar and vocabulary are noticed much too soon. Teachers having too little time to do the whole large task properly, timidly acquiesce in the insistence upon memorized facts, and cut up the work into short 'lessons,' so that the general interest is lost. The interest of the clever pupils survives, no doubt, but that of the rest dies quickly away. Would any adult attend ten times to hear a new play, divided into short sections of fifteen minutes' duration by lectures and comments on the language and plot?

(*c*) *The mental attitude of all the parties concerned.* Works of literature are written, and read by those who like them, in a certain 'atmosphere.' The attitude of the class-room must approximate to it. Now, most pupils, wearied and repelled by grammar and exercises, come to the foreign author with a settled prejudice against his language. The teachers are depressed by the knowledge of this prejudice, and do not convey the æsthetic pleasure which they themselves had from it. This is putting it mildly, for most teachers dread the embarrassment of *any* attempts to share their sentiments with their pupils. The good teacher who (exceptionally) wins the real confidence of the class in their united study of the work must first fight a moral battle against many traditional and individual prejudices. The battle won, he may be allowed to give the dramatic, or epic, or emotional touch which is indispensable. But if not, he is compelled by all the circumstances to spoil the work of art. The actor is permitted to interpret with intense feeling, the preacher is expected to use passion and eloquence, to 'let himself go' a little; the teacher is neither expected nor allowed to do either the one or the other. The atmosphere of the school class-room and of the college lecture-room alike are at present not 'right' for the study of any work of literature *as* literature, and still less for the more difficult study of French and German authors. If this were a question of pedagogy merely, one need not insist on the importance of atmosphere; but when it is a question of an abiding taste for good literature, immediately we are outside school walls in the broad fields of human interests.

* * * *

3. What principles are to determine the suitability of the literary works to be read?

Exactly those, I think, which determine the same choice generally: and chief of these is the compatibility of mental feeling of the author and the child. A book which a boy can read, understand, and enjoy is alone suitable for him, and *among the books in that respect suitable* the critic must select those which, on artistic and other grounds, are judged the best.

One way of overcoming the existing difficulties is the reintroduction of good translations. If a work is first read in good English it loses some of its strangeness, and the second reading in the original is then really proceeding on more natural lines. It is needless (and no doubt inopportune) to say that a play should be acted before (and ? by) the pupils.

HOLIDAY COURSE IMPRESSIONS.

BOULOGNE.

THE Course is organized by the University of Lille in connection with the Alliance Française, and the Director is M. Léon Mis, Chargé de Conférences at the University.

Just over one hundred students (nearly all of whom seemed to be teachers) entered, and these were mostly English and Germans — pretty evenly divided. I came across individual students from Russia, Hungary, Sweden, and Holland — the Dutchman being a particularly brilliant man.

The building used for the purpose of the Course was the Municipal Secondary School for Girls, very conveniently situated near the centre of the town, and it served the purpose admirably.

On the first day, Monday, August 2, we all assembled at ten o'clock in the *réfectoire* for a brief examination, which consisted of a piece of dictation and the reading and oral explanation of a passage from some French author. According to the results, we were, next morning at nine o'clock, told off into groups of from eight to twelve persons of similar ability, and each group was given a time-table.

The teaching of these groups was undertaken by six masters from the Collège Mariette—a large Secondary School with about two hundred scholars, boarders, and day boys. But the programme was enriched by three series of lectures delivered in the great hall of the school, and open to any member of the Course who cared to attend; and the great majority did so. The lectures, of which there were five on each subject, were:

Phonetics ...	... M. Mis.
French Literature	... M. Potez.
La France Contemporaine ...	... M. Saint-Léger.

Each of these lecturers is a professor at the University of Lille, and is a master of his subject. M. Potez is, in addition, a wit; but only those who were lucky enough to get front seats caught the delightful asides, which he frequently threw to us in a coy sort of way—if a man can be coy—I think a Frenchman can. M. Potez illuminated his lectures by the frequent reading of selections from the authors dealt with, and this he did in a masterly manner—no one who heard it will ever forget his reading of 'Kaïn.'

M. Saint-Léger's subject was intensely interesting and his diction very clear; these lectures were much appreciated, especially by those who could not always—either owing to their distance from the platform or to their not quite efficient knowledge of the language—follow M. Potez.

M. Mis also is a master of his subject, but there was a general feeling of disappointment, among the English students at any rate, that he did not make use of the symbols of the Société Internationale. He occasionally differs from Passy, and follows rather the lead of the Abbé Rousselot. Many of the instruments of the Abbé's invention were on view, and in use during the Course.

The great majority of the pupils took the Higher Literary Course, but there were also courses of Commercial French, and one called Preparatory.

A sample day's programme gives us:

8.30, Dictée; 9, Lecture expliquée, le Misanthrope; 10, Conversation 'La Paix et La Guerre'; 11, Conférence, 'La Génération Littéraire de 1860'; 6, Phonétique (practical).

On the whole the Course was excellently arranged and managed, and one undoubtedly could derive great profit therefrom, but I heard much grumbling about the board and lodgings available.

J. Stuart Walters.

HONFLEUR.

For the last seven years the town of Honfleur has been annually invaded by the English. The inhabitants, however, show no alarm at our approach, and, instead of attempting to repel our attack, they welcome us with much kindness. The neighbourhood in itself is very attractive, but most of the English visitors are drawn to Honfleur by the Holiday Courses held at the College and organized by the Teachers' Guild.

The course of instruction is varied and comprehensive; every day a certain time is devoted to pronunciation, and faults of accent or intonation are corrected. These exercises are very useful; the books used are those which are employed in the Classes Primaires of French schools. Groups of sounds are first read by the Professor, and then repeated by the class; words in illustration of these sounds follow, and, finally, sentences into which the model words have been introduced. The method seems a very good one, but perhaps some definite instruction in phonetics would increase its value. The reading aloud of prose or poetry also forms

part of each day's programme, and then follows a lecture on some literary subject. After the lecture comes an exercise in composition, translation into French, or dictation, and the last hour is devoted to conversation on some subject decided beforehand.

During the first part of the morning the students are divided into two classes —those taking the advanced and those taking the elementary course—but for the conversation there are several circles, so that each student has plenty of opportunity for speaking.

Subjects for composition, either literary or general in character, and extracts for translation into French, are dictated by the Professor, who carefully corrects and criticizes the work submitted to him.

The organizers of the course strongly recommend that students should board with either one of the Professors of the College, or some family recommended by them. This is an excellent plan, as the student thus has an opportunity of seeing French family life, and of practising his French much more freely than he could were he staying at an hotel.

There are many places of interest in the neighbourhood of Honfleur, and excursions are organized by the director so that the students may have opportunities of seeing them. Le Phare de Fatonville, l'Abbaye de Grestain, le bois de Breuil, are a few of the places which can be visited between lunch and dinner. Caen, Lisieux, Rouen, are rather more distant, but any one of them can be explored in a day.

It is with real regret that the students see the end of the course approach, and the fact that many of them return to Honfleur year after year is in itself a convincing proof that the classes are much appreciated.

MISS E. HARVEY.

LÜBECK.

The committee of the Teachers' Guild who selected Lübeck as the centre for a holiday course are to be heartily congratulated on their choice, for the special facilities afforded the teacher and business man alike for getting into touch with the practical life of their fellow-workers in Germany, made it one of the best at present in existence.

Three periods of three-quarters of an hour each were devoted to work in the mornings. First, Dr. Schwarz, Director of the Realschule, to whose untiring zeal and genial kindness the success of the course is so largely due, gave an excellent series of lectures on 'Modern German History and Industrial Development, together with a highly interesting an detailed account of the struggle for existence in the industrial world of Lübeck itself. Dr. Grund's lectures on 'Phonetics' in the second period were very elementary, it being found impossible to divide the nineteen students into two classes, except for conversational purposes. The elementary conversation class had a sympathetic and successful leader in Fräulein Bernhard, discussing various chapters of Kron's *German Daily Life* and ending with the inevitable topic of 'Women's Rights.' The advanced class, under Dr. Schwarz, at the outset prepared plays to be acted during the month of August at the Summer Theatre, read aloud, and received instruction in the elements of elocution. Afterwards the topics for conversation ranged from schools to law-courts, from Education Bills to the new German taxes, from social problems to social functions. Moreover, in view of the fact that the course was advertised as being 'mainly scientific and practical,' a few lessons based on Dent's *Scientific German Reader* were arranged for and given by Dr. Schaper, who in the short time at his disposal covered a great deal of ground in a crisp, energetic manner.

Fortunately, the schools reopened during the second week in August, and, through the instrumentality of Dr. Schwarz, permission was obtained to visit the following: the Gewerbeschule (to which there is no equivalent in England); the Kaufmännische Schule; the Realschule; Realgymnasium; Waldschule; Hülfschule, or

school for defectives; and the best Volksschule, where, it may be mentioned, some amusing recitations in Platt Deutsch were listened to with great interest. Nor were the visits merely of a cursory nature, the headmaster usually explaining in more or less detail the aims and methods of the institution before conducting the visitors to the various classes. To those who placed themselves so willingly and completely at our service are due our best thanks.

The excursions were of the usual Holiday Course type. Lübeck itself, with its quaint old gables and courtyards, its red-brick churches and numerous Sehenswürdigkeiten, well repaid a careful study, and the surrounding district, undulating and well wooded, was as charming as could be desired. A longer excursion was made to Holsteinische Schweiz, and in addition a party of five spent a merry week-end in Copenhagen and district. In order to see something of the chief industry of Lübeck we paid a visit to a saw-mill, and marvelled at the varieties of wood, the ingenious machinery, the efficiency which seemed to characterize the whole business; but perhaps the most interesting hour of all was the one we spent in the Law Courts, listening to some cases.

The Summer Theatre was also fairly well patronized by the members of the course. During August *Die Journalisten*, *Iphigenie*, *Die Neuvermählten*, *Husarenfieber*, and several pieces of a lower standard were acted. The organ recitals, given every Wednesday afternoon in the grand old Marienkirche, were a source of attraction and keen pleasure to the musical members of the party.

Four social evenings were held, and proved a distinct success, the most noticeable feature being, perhaps, the number of German friends who were present. At the preliminary meeting a Senator welcomed the students in the name of the city authorities, and the exemplary kindness shown by all those with whom we came into contact fully proved that this was no mere *façon de parler*.

A. B. Forster.

NEUWIED.

The course of lectures at Neuwied on the Rhine has afforded my wife and myself and our two daughters a most pleasant holiday. It has enabled us to visit by train, boat, and cycle some of the loveliest spots on the Rhine, including the Drachenfels and the far-famed Lorelei. Neuwied is situated in the Rhine Province. It is within easy reach by river-boat of Andernach, where we have had some excellent tennis. We have also had some lovely walks through typical German woods and forests, including a tour to 'Mon Repos' and the neighbouring residence of 'Carmen Sylva,' the present Queen of Roumania. We also visited Ems, Coblenz, Cologne, the Laacher See, and other places of interest. These most enjoyable trips were arranged by our leader, Mr. Steinmetz, whose plans never failed, and whose conduct of the Course won the heartiest approval and the warmest thanks of every member attending it.

The lectures themselves were most excellent. Professor Dr. Alfred Biese, Director of the Royal Gymnasium at Neuwied, and the author of an excellent text-book in German Literature, gave a most interesting course of lectures on the history of German Literature from the time of Klopstock and Wieland to that of Lessing, Kant, and Herder, and also a careful exposition of Goethe's 'Iphigenie,' which was read in class. Herr Williger, a co-Director of the famous Moravian Boys' School, once attended by Professor Morley, of University College, London, and George Meredith, to which a large number of boys are still sent from England, gave a most illuminating and original course of lectures on phonetics, which must prove invaluable to all those who are seeking to acquire a correct pronunciation of German. Both lecturers adapted themselves to their work and to the needs and capacities of their hearers. They spoke with absolute clearness, and sufficiently slow to be heard and under-

stood by all who possessed an elementary knowledge of the language, and the progress made by the class was both rapid and sure. It was very difficult to begin with, but after the first week or two the ear became accustomed to the sounds of a foreign language, and it was easy to follow both the general drift and also the exact meaning of the lecturer's words.

One of the most enjoyable features of the course was the intimate acquaintance obtained by residence in a German family with the habits of thought and methods of life in a German home—so different from anything to be gained by ordinary travel or by residence in an hotel. The visitor was received as a friend of the family, frequently introduced to other friends, and often accompanied by members of his host's family on the various excursions which added so much to the pleasure of the holiday.

The conversaziones enabled us to become better acquainted with other members of the class, and with other German families, with whom visits were subsequently exchanged and new friendships formed. The kindness of our hosts and the good will displayed by all cannot fail to promote a better understanding between the two nations, so that this most pleasurable holiday has not only educational advantages, but also some measure of social and political value. The entire cost for the three weeks amounted to £12 10s. each member, but my wife accompanied us without taking the lectures.

MARTIN ANSTEY, M.A., B.D.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, September 25.

Present: Messrs. Somerville (chair), Allpress, Andrews, Atkinson, Brereton, Breul, Mrs. Connal, Messrs. von Glehn, Hutton, Milner-Barry, Payen-Payne, Miss Purdie, Messrs. Rippmann, Schüddekopf, Miss Shearson, Messrs. Storr, Whyte, and the Hon. Secretary.

Letters of apology for absence were read from Miss Batchelor, Messrs. Latham, Lipscomb, Miss Lowe, Miss Morley, Messrs. Savory, Steel, and Twentyman.

The minutes of the last meeting were read and confirmed.

The Finance Committee presented a report, showing an estimated revenue for 1910 of £291, and an estimated expenditure of £287. The report was adopted.

It was agreed that a meeting of the German Joint Committee should be held as early as possible.

A report was presented by the Exchange of Children Sub-Committee, showing that twenty-four exchanges had been effected from England between English and foreign families; this is in addition to those which have been arranged from Paris, the number of which is not yet known. The Committee expressed great satisfaction at the number, which is considerably in advance of that of last year, and a vote of congratulation and thanks to Miss Batchelor was unanimously passed.

Mr. Milner-Barry introduced the question of what should be done to secure effect being given to the recommendations of the Training Committee. After some discussion, it was resolved that, as a preliminary step, the report should be laid before the Annual General Meeting, copies being circulated previously amongst members.

Mr. Storr called attention to the omission of the Association from the list of bodies invited to send representatives to Mr. Easterbrook's Committee on the Registration of Teachers. The Chairman undertook to bring the matter to the notice of the conveners of the meeting.

Dr. Breul was elected President of the

Association for 1910, and accepted office, receiving the hearty congratulations of the members present.

It was referred to the Exhibition Sub-Committee to consider the question of revising the catalogue of the exhibition, the sub-committee to report to the next meeting of the Executive.

Progress was made with the programme of the General Meeting, addresses by Dr. Breul and Dr. Braunholtz, and discussions on examinations and the weaknesses of the Direct Method, being arranged for.

The Chairman informed the meeting that the Entrance to Public Schools Sub-Committee had drawn up a memorandum on the inclusion of French in examinations for entrance scholarships, and had met representatives of the Preparatory Schools Association, and that the combined representatives would meet the representatives of the Headmasters' Conference very shortly.

Mrs. Connal and Mr. A. G. Latham were appointed to represent the Association on the Committee of the North of England Education Conference.

The following seventeen new members were elected:

Miss M. C. Berry, Wimbledon High School.

G. Britten, M.A., Hackney Downs School.

Miss C. I. Evans, Eastcott, Kingston Hill, Surrey.

Miss L. Fairbrother, Friends' School, Saffron Walden.

Miss S. Hamburger, South Liverpool High School.

Mrs. Cyril Hubbard, Fleury, Meudon, Seine-et-Oise, France.

Miss K. Ingram, Wimbledon High School.

W. A. Knight, Sexey's School, Bruton.

J. H. Lower, Ph.D., St. Louis, U.S.A.

A. Odames, King's School, Pontefract,

Miss E. S. Packer, B.A., Palmers' Endowed School, Grays, Essex.

Miss G. C. Pollard, B.A., Training College, Salisbury.

Miss R. Salisbury, Roan School for Girls, Greenwich.

Miss O. Sheldon, 23, York Street, Portman Square, W.

Mlle A. Tarrach, 27, Boulevard Victor Hugo, Parc de Neuilly, près Paris.

W. Wells, Hackney Downs School.

Miss M. Whitehead, M.A., Castleford Secondary School, Yorks.

The Committee then adjourned.

The following ten members of the General Committee will retire by rotation at the end of the year, and will not be eligible for re-election till after the lapse of a year: Dr. Breul, Dr. E. R. Edwards, Messrs. C. F. Herdener, F. B. Kirkman, de V. Payen-Payne, A. T. Pollard, Professor Schüddekopf, Mr. O. Siepmann, Dr. Warren, and Mr. J. D. Whyte. Nominations of members to fill these vacancies should be sent to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W., and must reach him not later than December 1.

REVIEWS.

The Transitional French Reader, with exercises and grammar, providing a French course based on the gradual introduction of the tenses, for the use of pupils who have already gone through an elementary oral course. By R. H. Pardoe. Pp. 327. Rivingtons, 1908. Price 3s.

This volume, carefully and methodically worked out, is a valuable addition to the all-too-short list of books which can be warmly recommended to the direct method teacher. The verb, and therefore the sentence, is the keystone of the course. The difficulties connected with the order in which the tenses should be acquired have been faced with considerable success. With some reluctance, then, one offers the suggestion that to print the tenses in full is not the best way of teaching the French verb. The whole point of new

method work seems to be to lead the pupil to make his own discoveries; in the verb this may well take the form of making up the tenses of each verb met with for himself, after he has been taught to use them. Thus he will remember and apply what has been learnt along such useful and sensible lines as Mr. Pardoe has laid down. But this is only a minor criticism. The book is clearly the outcome of the class-room rather than of the study; hence its value. The Questionnaires and the Résumé de la Grammaire should prove exceedingly useful.

Siepmann's French Series for Rapid Reading. Elementary Section. Globe 8vo. Pp. 48. Macmillan, 1909. Price 6d. each.

An interesting sign of the times. Old friends and new have been laid under contribution, and the series, if rather dear, can hardly fail to be popular, the little books being well printed on good paper, with the familiar blood-red paper cover of the Macmillan cheap editions. To each text is prefixed a short introduction, and the notes are commendably brief, so that, except for the vocabulary, most of one's sixpence goes in the actual text. The vocabulary strikes us as unnecessarily full; one would have expected the English equivalents to be strictly limited to such words as might be regarded, from the schoolboy's point of view, as peculiar to the text. One is tempted to quote from the preface: 'Some books must be read rapidly. . . . Whenever possible, it would seem advisable to read two books, one to be studied carefully, and the other to be read cursorily. . . . It is hoped that the books of this series will also be given to boys and girls for private reading in the holidays or as term extras.' An excellent omen indeed.

The numbers already issued are: Chateaubriand, *Les Aventures du Dernier Abencerage* (adapted); Dumas, *Les Deux Frères* (adapted); Gérard, *La Chasse au Lion* (adapted); Mme de Girardin, *Le Chien Volant* (adapted); Laboulaye, *Pif Paf, ou L'art de Gouverner les Hommes* (adapted); Laboulaye, *Yvon et Finette* (adapted); De Maistre, *Les Prisonniers du Caucase* (adapted); Perrault, *Contes de Fées* (adapted); Pezet, *Les Jeunes Parisiens;* Pichot, *Pocahontas* (adapted); Souvestre, *David le Trappeur* (adapted); Töpffer, *La Bibliothèque de Mon Oncle* (adapted); Töpffer, *Le Col D'Anterne* (adapted).

French Historical Reader, with Composition Supplement. H. N. ADAIR. Bell, 1908. Price 2s.

'The following collection will, it is hoped, meet the needs of teachers of various degrees of "modernity." It is an attempt to give boys an idea of the history of our neighbours while teaching them their language. It is meant as a *reading* book for young boys, and the pieces are such that boys will easily remember the meaning when they have translated them once or twice. . . . Each piece contains as much incident and detail as possible, and thus gives scope for a large number of questions to be asked and answered either in French or English. . . . The subject-matter has been drawn from French history. . . . The pieces selected have been extracted from many sources, but have all been simplified to some extent, and several have been entirely rewritten. Where possible, contemporary chronicles and memoirs have been used.' Thus the preface, dated May, 190C. The appeal is, to say the least, Catholic—'teachers of various degrees of "modernity."' We are all Modernists now. How is one, then, to assess the value of the book? First, as to text (104 pages): the idea of French historical extracts, simplified to the schoolboy's level, good as it is in itself, is apt to produce a dull reader, especially when, as here, there is almost no dialogue, and nearly all the incidents are related in the third person. *Notes*, 12 pages. Specimens will suffice:

'*Il n'y avait plus.*' This is the negative of '*il y avait.*'

'*Qu'est-ce qui vous arrive?*' Lit., '*What is it that is happening to you?*'

'*Tous deux,*'—'*both.*'

'*A pied*,'—'*on foot*.'

'*Aucun n'eut*.' Take the *ne* with *aucun*: '*Not one had any*.'

And this in addition to 22 pages of French-English vocabulary!

Composition Supplement (to be obtained separately if desired).—The plan seems to be: (*a*) Ten lines or so of English based on a passage of the reader, to be turned, with the help of English notes, into French, on the imitative principle. (*b*) 'After the compositions will be found questions' (in English) 'the aim of which is to draw attention to points in the text which might otherwise pass unnoticed.'

In short, the *Composition Supplement* seems to have strayed out of Cæsar's *Invasion of Britain*, or some other dear old Latin text designed to encourage the imitative faculty of schoolboys.

Much water has flowed under London Bridge since May, 1906, and by October, 1909, it is to be hoped that teachers are few and far between who will accept as true the dictum on page 143: 'It is doubtful whether a ready-made "questionnaire" is of much use to the teacher.' Before he writes another book Mr. Adair would do well to acquaint himself, by actual inspection, with the class-room practice of able teachers to whom a good "questionnaire" is among the most valued of their tools. In other ways, perhaps, he would not find the time thus spent thrown away.

Chronique du Règne de Charles IX. Prosper Merimée. Adapted and edited by Ernest Weekley, M.A. Pp. 148. London: John Murray, 1909. Price 1s. 6d.

An excellent edition: paper, type, notes (in French, at the foot of each page, brief and few), all that could be desired. A reader sure to be popular for a term's work in an Upper IV. or Lower V., or for home or holiday reading in a higher form.

French Fables in Action. By Violet Partington. Pp. 51. Dent, 1908. Price 1s.

All teachers who have used Miss Partington's delightful and most actable little French plays (and who has not?) will rejoice at the appearance of this modest little book, in which, by a happy inspiration, she presents ten fables of La Fontaine in dramatized form. Those who know this gifted teacher's earlier books will expect that these little scenes, the fruit of experience in her own classes, will show the vitality and charm that characterize her work. Those of us who have been privileged to see them acted by her classes can testify that this expectation will be amply realized.

Oxford Plain Texts. In paper covers, 3d. each; in cloth, 4d. Clarendon Press.

Milton: *Paradise Lost*. Book I. Pp. 24. Book II. Pp. 30.

Byron: *Prisoner of Chillon; Mazeppa; Lament of Tasso*. Pp. 48.

Shelley: *Adonais; Alastor and other Poems*. Pp. 48.

Same series: in paper covers, 9d.; in cloth, 1s.

Spenser: *Faerie Queene*. Book I. Pp. 159.

This admirable series continues to grow and, we hope, to flourish. Print, paper, price, absence of notes and of other editorial matter, combine to make the books eminently suitable for the schoolroom. We heartily commend them to the notice of those teachers who are not yet acquainted with them.

Pocket Dictionary. Abridged from Cassell's French-English and English-French Dictionary. Cassell, 1908. Pp. 440. Price 1s. 6d.

Messrs. Cassell's English-French Dictionary is so well known to students who require a bilingual vocabulary for reference, that any adequate abridgment of it must also enjoy a wide measure of popularity. Mr. Payen-Payne has compiled a wonderfully compendious little volume, sold at the modest sum of 1s. 6d. Its contents are everyday words and colloquial expressions in English and French, each with its exact, or best approximate, equivalent in the foreign tongue. All difficulties of vocabulary in the ordinary translation book would probably thus be met; and a certain amount of grammar

(plural of compound nouns and participles of verbs) has also been inserted. It is, however, to be regretted that the time-honoured errors of *pourpre*, purple (instead of *pourpre*, dark red) and *gendarme*, policeman, should not have been corrected in a vocabulary which in other respects must be congratulated upon its completeness, accuracy, and conciseness. The little volume is light and pleasant to hold.

Messrs. Cassell and Co. have published a cheap edition, at 3s. 6d., of Dr. Breul's *German Dictionary*. We are informed that this is not yet the revised reprint, which is held over a little longer. Even so, it is far ahead of any cheap dictionary. We sincerely hope that in its final form the publishers will omit the pages on pronunciation, which have so far been retained against Dr. Breul's strongly expressed wish.

FROM HERE AND THERE.

BANGOR, UNIVERSITY COLLEGE OF NORTH WALES.—Mr. E. L. Milner-Barry, M.A., Cantab., has been appointed Lecturer in German and Teutonic Philology. Mr. Milner-Barry has long been a valued member of our Association, and our readers will join us in our hearty congratulations.

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BELFAST, QUEEN'S UNIVERSITY. — Mr. D. L. Savory, M.A., has been appointed Professor of the French Language and Romance Philology. Mr. Savory is well known to members of the Association as a Modern Language teacher of great ability and enthusiasm, and they will rejoice to hear of his appointment to this important new post at Belfast, which he will occupy with distinction.

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BELFAST, QUEEN'S UNIVERSITY.—Mr. Algernon O. Belfour, M.A. Oxon., formerly Assistant to the Professor of Anglo-Saxon, Oxford, has been appointed Lecturer in English Language.

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BIRMINGHAM UNIVERSITY.—A list of Honorary Degrees to be conferred on October 20 has been drawn up by Sir Oliver Lodge, the Principal, and communicated to the press. It is the first granting of Honorary Degrees at this University, and it is therefore all the more disappointing to find that no place has been found in it for men distinguished as English, French, or German scholars, or for representatives of modern literature.

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BIRMINGHAM UNIVERSITY.—M. Henri L. Chatelain, Docteur ès Lettres, has been appointed to the Chair of French in succession to Professor Bévenot.

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CAMBRIDGE UNIVERSITY.—The firm of Messrs. J. H. Schröder have, through Baron Bruno Schröder, offered to the University of Cambridge the sum of £20,000 for the permanent endowment of a Professorship of German, to be connected with the name of Schröder.

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CAMBRIDGE, GIRTON COLLEGE.—The Pfeiffer Studentship has been awarded to Miss I. M. Massey (Medieval and Modern Languages Tripos, 1908, Class I., Distinction in French and German, 1909, Class II.); a Four-Year Scholarship to Miss M. E. Seaton (Medieval and Modern Languages Tripos, 1909, Class I., Distinction in French); and the Fanny Metcalfe Memorial Prize to Miss C. Morrison (Intercollegiate Examination in Modern Languages, 1909, Class I.).

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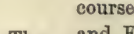
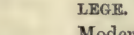
CAMBRIDGE, NEWNHAM COLLEGE.—A scholarship of £35 for three years has been awarded to Miss D. Bott, of King Edward's

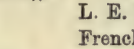
School, Birmingham, for proficiency in Modern Languages.



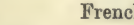
CAMBRIDGE, NEWNHAM COLLEGE.—The Gilchrist Fellowship for professional training has been awarded to Miss D. H. G. Reeve (Medieval and Modern Languages Tripos, 1907, Class I., with distinction in German).



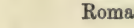
EDINBURGH UNIVERSITY.—Mr. R. L. Graeme Ritchie, M.A. Aberdeen, has been appointed Junior Lecturer in French; and Mr. Hans F. Eggeling, M.A. Edin. (son of the well-known Professor of Sanskrit), Junior Lecturer in German.



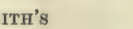
LONDON UNIVERSITY. — The following University Scholarships have been awarded: French — Daisy Elizabeth Fenner, Birkbeck College; Olive Wright, East London College. German—Margaret S. Gadnet, Royal Holloway College; Louis A. Triebel, University College. English—Edward J. Thompson, Wesleyan College, Richmond; Mary A. Baker, Royal Holloway College; Winifred O. Hughes, University College. A University Scholarship is divided between Miss Baker and Miss Hughes.



LONDON UNIVERSITY, BEDFORD COLLEGE.—Miss F. C. Johnson, M.A. (Lond.), has been appointed Lecturer in French and Head of the Department of French; and Miss E. M. Spearing (Medieval and Modern Languages Tripos) has been appointed Assistant in English.



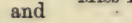
LONDON UNIVERSITY, BEDFORD COLLEGE.—A scholarship in the training department has been awarded to Miss D. Soothill, Newnham College, Cambridge (Medieval and Modern Languages Tripos).



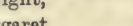
LONDON UNIVERSITY, GOLDSMITH'S COLLEGE. — Mr. Hardress O'Grady has been appointed to the post of Lecturer in French vacated by Mr. D. L. Savory on his appointment to the French Chair at Belfast.

LONDON UNIVERSITY, UNIVERSITY COLLEGE.—Mr. Daniel Jones is giving several courses of lectures this winter on English and French Phonetics at University College, London. Particulars can be obtained from the Secretary of the College.

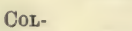
LONDON UNIVERSITY, UNIVERSITY COLLEGE. — An Andrews Scholarship in Modern Languages for students of one year's standing has been awarded to Miss Eileen O'Rourke.



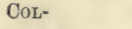
MANCHESTER UNIVERSITY. — Professor L. E. Kastner, M.A. Cantab., Professor of French and of Romance Philology in the University College of Wales, has been appointed Professor of French in succession to his father, Professor Victor Kastner, B. ès L., M.A.



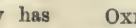
MANCHESTER UNIVERSITY.—Mr. F. W. Clarke, M.A. Cantab., formerly Professor of English Literature, Deccan College, Poona, has been appointed Assistant Lecturer in English Language and Literature; and M. René M. Gardeur, Senior French Master at Abertillery County School, Junior Assistant Lecturer in French.



OXFORD UNIVERSITY. — Dr. Hermann Oelsner, M.A. Oxon., Ph.D. Berlin, Taylorian Lecturer in Old French and Romance Philology, and formerly Scholar of Gonville and Caius College, Cambridge, has been appointed Taylorian Professor of the Romance Languages.



OXFORD UNIVERSITY. — Signor Cesare Foligno, D.Litt. Milan, has been appointed to the Taylorian Lectureship in Italian, vacant by the retirement of Signor Coscia.



OXFORD UNIVERSITY, WORCESTER COLLEGE.—Exhibitions for German have been awarded to Mr. G. F. Timpson and Mr. F. R. H. Englefield, both of Mill Hill School.

OXFORD, CHERWELL HALL.—Miss M. Brown, M.A. Dublin (Medieval and Modern Languages Tripos, Cambridge), has been appointed Resident Tutor in place of Miss Cicely Carter, resigned.

READING UNIVERSITY COLLEGE.—With commendable enterprise this University College issues a *Review*, at the very low price of sixpence, although there is nothing cheap in its get-up and the articles are full of interest. The third number was issued in June, and contains an article by Professor Salmon on *L'Enseignement du Français à University College, Reading*, which is alone worth a great deal more than sixpence.

YORKSHIRE WEST RIDING COUNTY COUNCIL.—Miss L. H. Althaus, Senior Modern Language Mistress, Leeds Girls' Modern School, has been appointed Organizing Mistress for Modern Languages. We congratulate her on her appointment, and feel sure that she will carry on the work so admirably done for several years by Miss Matthews, and temporarily by Miss Shearson, and that the West Riding will continue to be distinguished for the keenness that animates its Modern Language teachers.

We have received a syllabus of a Course of twenty-five lessons in Methods of Teaching Modern Languages which Miss Althaus is giving at the Technical and Art School, Wakefield, during the present session. This is likely to be much appreciated by the enthusiastic teachers of the West Riding.

MISS E. V. ELLIS (Medieval and Modern Languages Tripos, Cambridge) has been appointed Headmistress of the Brighton Municipal Secondary Girls' School.

MISS WILMET HERBAGE, M.A. St. Andrews, has been appointed Modern Language Mistress at Milham Ford Girls' School, Oxford, in place of Miss Blanche Palmer, who has become Headmistress of Aucklands, a preparatory school in connection with Manchester High School.

In August took place the marriage of Miss C. W. Matthews, who is well known to so many teachers as the former Organizing Mistress of Modern Languages in the West Riding of Yorkshire, and who was recently appointed Head-Mistress of Dulwich High School, and Mr. B. M. Connal, Professor of Latin in the University of Leeds. We offer Professor and Mrs. Connal our hearty congratulations and best wishes.

Members will see from the report of the General Committee how successful Miss Batchelor has been with her work of arranging exchanges of children between English and foreign families. It is to be regretted, however, that only one of the exchanges was with a German family. English families willing to receive German children are still much in request. The following table gives the complete figures:

	England.	France.	Germany.	Total.
Applications	47	3	3	53
Exchanges arranged	—	23	1	24
Given up on account of illness	—	—	—	6
Applications made too late, or no exchange found ...	—	—	—	14
Under negotiation ...	—	—	—	8
Application rejected	—	—	—	1
				53

Of the twenty-four exchanges arranged, twenty were for the holidays, and four for longer periods. It must be understood that these figures refer only to what has been done in England. The number of arrangements made at Paris is not yet known. We join with the General Committee in congratulating Miss Batchelor on her success.

Herr Wilhelm Eskuchen, Direktor der städtischen höheren Mädchenschule in Lehe i. Hann., Germany, would be glad to receive an English lady into his home for a few months, who would give English lessons in return for board and residence

and the opportunity to acquire German. (Mr. Eskuchen took part in the London University Holiday Course, so that I have made his personal acquaintance, and I am confident that any lady staying in his house will find it a happy home, with ample opportunities for improving her knowledge of German.—W. R.)

⁂

Miss M. Proeller (26, Sophienstrasse, Halle a. S., Germany), a German teacher, would be pleased to enter into correspondence with an English teacher.

⁂

A particularly good chance occurs of sending an English boy into a well-educated French family. A master at the Lycée Descartes, Tours, would like to send his son to board with an English family, and would be willing to take an English boy into his house in return. The *professeur* is well known to many members of the Association. Communications should be made to Miss Batchelor, Grassendale, Southbourne-on-Sea, Hants.

⁂

In the *Internationale Wochenschrift* of August 28 Dr. Lorenz puts forward the proposal of honouring the memory of Friedrich Paulsen by the establishment in London of a *Deutsches Haus* on the lines laid down by Dr. Breul in the pamphlet *Die Gründung eines Reichsinstituts für Lehrer des Englischen in London*, dedicated to the *Neuphilologentag* in 1900, and discussed at the *Neuphilologentag* in 1902. Dr. Lorenz shows conclusively that such a plan would have received Paulsen's warmest approval, and quotes from an admirable speech that he delivered in 1905, the concluding words of which were:

'Wenn sich alle Einsichtigen und Wohlgesinnten hüben und drüben zusammenschliessen und durch Einwirkung auf alle Instanzen, nicht zuletzt auf die Presse, die feindseligen Gefühle, die sich geregt haben, einzudämmen sich ernstlich bestreben, dann kann der Erfolg nicht ausbleiben: der Erfolg, dass das alte freundschaftliche Verhältnis wiederhergestellt wird. Es ist das natürliche und durch die Lage der Dinge geforderte Verhältnis: Deutschland und England, die beiden Vormächte Europas, verbunden zur Aufrechterhaltung seiner Weltstellung, zur Befestigung des Weltfriedens, zur Erhöhung und Ausbreitung der Weltkultur!'

We earnestly hope that this proposed scheme will be realized. It is undoubtedly true that many foreigners who come to England are at a serious disadvantage through not having suitable guidance in their study of the language, and—what is, indeed, still more important—the life and thought of our country. It seems a great pity that there is not a great institution for foreign teachers and students in London. If a man wants to promote international goodwill in the most effective and lasting fashion, let him endow such an institution; the good it would do is simply incalculable.

⁂

A correspondent has sent us the following: Could not the Oxford Examiners be induced to treat French as a living language? Judging from the questions set for the Senior Local Examination, they are still looking upon it as a language not in daily use, and ignoring the fact that hundreds of English scholars are striving to be able to talk with, and write to, hundreds of French scholars who do live, and not so very far away, either. Surely these Examiners cannot object that English boys and girls are at last learning to use and to speak French freely? Or do they continue to maintain that English is enough for the Englishman, and that into whatsoever country he goes its inhabitants must address him in his own tongue?

The classes in which the scholars have to take the Oxford Local Examination are necessarily dull and much disliked; the practically useful part of the language has to be dropped in order to drill the pupils in the irregularities and peculiarities of

the grammar and verbs ; free composition has to give place to translation, usually so full of idioms and so long that it would puzzle the Examiner to do it creditably himself in the time allowed. All hope of knowing something of the literature of the language is checked, and a strong dislike for French is often implanted in the mind of the scholar who takes this as the final examination before leaving school.

♣ ♣ ♣

'L'Avare' acted for La Société Académique at Whitechapel Foundation School.—Once more about 200 of the members of the Société Académique had the privilege of hearing one of Molière's plays acted by the boys of the Foundation School, Whitechapel. This time it was *L'Avare*, which Mr. Robert had coached his boys to perform, and the intelligent and enthusiastic audience must have shown him how much the society appreciate all the trouble he had taken on its behalf. Some of the younger members of the audience would willingly have filled up the whole of their French lesson next day in discussing the play and its actors, so great a hold had it taken of their minds and imaginations. That 'Parker, the boy who took Harpagon, seemed like a real miser, and not just a boy acting ;' that 'Maître Jacques was such a really funny cook ;' that 'it was so nice to see boys take the part of ladies, much nicer than having girls ;' that 'the boys all spoke so clearly we could hear every word ;' that 'it was all splendid, and when do you think they will do another ?' were only a very few of the enthusiastic comments poured out to any member who had not been fortunate enough to go, and who happened to ask one of the privileged spectators what the evening had been like. The Society owed its most hearty thanks to Mr. Carter for allowing its members once more to invade his Hall, and hopes that both he and Mr. Robert will be assured of their real appreciation from the fact of their wanting to come again soon.

La Société Académique.—Although the Society could not have a garden-party this year, the soirée at the Coborn School, the first réunion of the new year, was much enjoyed and well attended. The programme for the evening was quite on fresh lines, and owing to the fact of its having included all the schools present, was most enthusiastically carried out. It consisted of three parts :

I. Chansons de Province.
II. Danses.
III. Rondes et Chansons.

L'Alsace, La Bretagne, and La Suisse Française, were represented in Part I., the suggestive dress making it most interesting and pretty. The members who were not taking part in these songs, and who were assigned to the gallery, looked very sorry indeed for themselves and longed to join in.

Part II. needs no comment, except that it was followed by refreshments.

Part III., including the singing of Frère Jacques, 'Sur le Pont d'Avignon,' and 'Au Clair de la Lune,' by about 150 voices, was most successful, and made a splendid conclusion to this bright and happy réunion.

The Society is very sorry that Miss Holland has to retire, and hopes that, although no longer President, she will be able to keep her promise and come as often as possible to the réunions.

♣ ♣ ♣

'Ils [*i.e.*, les Modernistes] font le leur le principe de l'américanisme.' A correspondent sends us this sentence, and wishes to know if it is literary French. It occurs in a translation, made apparently by a Frenchman, of the Pope's Encyclical on Modernism.

♣ ♣ ♣

The word 'cannibalism' in the composition paper of the Senior Oxford Local Examination produced, no doubt, a great number of paraphrases. The most successful of which we have heard was *l'art de manger les hommes*.

GOOD ARTICLES.

JOURNAL OF EDUCATION, September, 1909: The Professional Education and Training of Teachers (J. Drever); The Training of the Sense of Humour (Amy Barter).

SCHOOL WORLD, July, 1909: The Newspaper in the Schoolroom (A. Barber); The Board of Education and Modern Languages. August, 1909: The Wastage of Pupils in Municipal Secondary Schools (R. Lishman); The Health of School Teachers (R. T. Williamson).

EDUCATIONAL TIMES, August, 1909: The Position of the Assistant Master in French Secondary Schools (F. G. Hanks). September, 1909: Tudor Education—II. The Education of Boys (Foster Watson).

THE A.M.A., July, 1909: The Curriculum, First Principles (W. H. D. Rouse); The Board of Education on the Teaching of Languages (G. F. Bridge).

LES LANGUES MODERNES, July, 1909: Du rôle de la Phonétique dans l'Enseignement des Langues Vivantes (Th. Rosset).

DIE NEUEREN SPRACHEN, July, 1909: Aus und über Amerika (A. Rambeau); Welche französische Aussprache sollen wir für die Schule wählen? (O. Schulze).

SCHULE UND TECHNIK, April, 1909: Über Sprechmaschinen und deren Verwendung im Unterrichte (V. A. Reko). July, 1909: Der erste Leseunterricht und seine Hilfsmittel (Charlotte Klopsch).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. R. H. Allpress, City of London School, Victoria Embankment, London, E.C.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: F. B. KIRKMAN, Norton Way N., Letchworth.

Residence with German Families: The Hon. Secretary.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

193

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME V. No. 7 **NOVEMBER, 1909**

THE STUDY OF GERMAN IN SECONDARY SCHOOLS.

To the Right Honourable the President of the Board of Education.

Sir,—On behalf of the Associations and other bodies concerned with the study of Modern Languages we, the undersigned, beg to convey to you our sense of disappointment generally with the 'Memorandum on Language Teaching in Secondary Schools in England' (Circular 705), and our dissent in particular from several of the doctrines and statements laid down in its concluding paragraphs.

We desire in the first place to say a word on one point which was not directly referred to in our former letter, but which we feel to be of great importance. It is shown conclusively that the Board of Education has not obtained and cannot obtain the materials required for making the return on the time allotted to Modern Language Teaching in schools in the exact form that the motion in the House of Lords made on February 5, 1908, demanded, but there seems no good reason why the Board should not furnish Parliament and the public, in whatever shape it thought good, with the information suggested by the motion. What we desire to know, and what the Board has full power and opportunity for ascertaining, is the present condition of Modern Language Teaching in secondary schools, the place assigned to it in the curriculum by head-masters and governing bodies, the relation in which it stands to the teaching of Classics and of English, the qualifications, emoluments and status of its teachers. On these points the Memorandum throws no light, for

it is impossible to draw any conclusion from the reports of the Board's Inspectors therein summarized. Worse than this, the Board, while acknowledging the great value of an investigation conducted on the lines that are here suggested, can see no prospect of its undertaking the work for years to come. We would respectfully submit to the Board that it would be possible at least to give as full and adequate an account of the state of Modern Language Teaching in England as has been given about the teaching of various subjects in the Special Reports on more than one foreign country.

In another respect the Memorandum is equally disappointing. The Circulars issued by the Board on the teaching of History, Geography and Geometry were well-considered documents sanctioning the views of experts in their respective subjects. They have greatly influenced educational opinion, and have been welcomed as practical aids to teachers. We looked for something analogous in a memorandum on Language Teaching, but we search in vain. We feel that many would welcome guidance on those questions which are now engaging the attention of Modern Language teachers—*e.g.*, the new or direct method of teaching, use of phonetics, compulsory oral tests in examinations, prescription of set books.

In particular we desire to take exception to Paragraph 16 of the Memorandum, which professes to answer a letter on the position of German in secondary schools addressed by us to you in November, 1908.

It is granted that 'the advance in the study of German is not at the present moment as rapid as the advance in the study of French or even of Latin.' We would submit that there has been no advance in the study of German, but rather a rapid and alarming retrogression. If the present rate of decrease in the number of candidates offering German in the Local Examinations continues, there will, in three years' time, be no candidates in German for the Oxford Locals, and in about four years' time none for Cambridge Locals.

The statistics set forth in the memorial were, for the sake of brevity, confined to Local Examinations, but the figures of the Joint Board Examinations, of the Army Entrance Examinations, the Army Qualifying Examination, and of the Examinations of the College of Preceptors all point to the same conclusion.

As regards the contention that 'the curriculum of schools is necessarily guided by the course of the Universities to which it is to lead,' we would observe that only a fraction of the pupils in State-aided Schools proceed to the University, and no curriculum can be deemed satisfactory which does not satisfy the needs of the bulk of the scholars. The majority of the pupils in these schools leave school before the age of seventeen, and it

is allowed that for such pupils 'both practically and educationally German is a language of the first importance'; yet the Board throws the whole weight of its influence into the scale of Latin as against German, apparently out of consideration for the one boy in a hundred who will go on to the University. And in this case what would be confessedly good for the many would be no less good for the favoured few. The number at Oxford and Cambridge taking Medicine, Science and Modern Subjects is rapidly on the increase, and it is a constant cause of complaint among the professors and teachers of these subjects that their pupils come to them heavily handicapped by their ignorance of German. It is hardly necessary to insist on the value of a knowledge of German to Honour students in every Faculty.

Our suggestion that the Board should encourage and foster schools of the type of the German Realschule and Ober-Realschule is not noticed, but it is indirectly negatived by the insistence on Latin as one of two foreign languages where two are taught.

We would reiterate our conviction that a sound and thorough literary training can be given through English, German and French, without a knowledge of Latin. If, in the words of the Memorandum, English can serve as 'the backbone of a humanistic education,' surely a combination of English, German and French would constitute a valuable type of humanistic education.

We greatly regret that the Board has not as yet seen its way to lead public opinion on so vital a matter as the study of Modern Languages, and we express a hope that the Memorandum is not its last word.

We are, Sir,

Your obedient servants,

Signed on behalf of the Modern Language Association:

A. A. SOMERVILLE (Chairman of Committees), E. L. MILNER-BARRY (Vice-Chairman), H. W. EVE, A. T POLLARD, F. STORR.

Signed on behalf of the Society of University Teachers of German:

KARL BREUL, H. G. FIEDLER, J. G. ROBERTSON, A. W. SCHÜDDEKOPF.

Signed on behalf of the Teachers' Guild:

H. WESLEY-DENNIS, Chairman of Council; WALTER RIPPMANN.

Signed on behalf of the British Science Guild:

J. NORMAN LOCKYER, Chairman of Committees.

[NOTE.—The Letter addressed to the President of the Board of Education, in which attention was drawn to the position of German, was printed in MODERN LANGUAGE TEACHING, vol. iv., pp. 195-198, and the reply of the Board in vol. v., pp. 104-105.]

OUR FINAL 'E' MUTE.

THERE are five uses of the final *e* mute in English:

1. It makes the preceding vowel long, as in the words 'date,' 'time.'

2. It converts *c* and *g* into spirants, as in the words 'hence,' 'charge.'

3. It performs the two above-mentioned functions simultaneously in words like 'mice,' 'race,' and 'change.'

4. It makes the sounds *s* and *th* voiced, as in the words 'advise,' 'breathe.'

5. In many words it is functionless, as in the words 'horde,' 'rattle,' 'live,' 'infinite.'

The last case requires no comment. Functionless letters stand condemned by all reasonable men, and their defence may be left to æsthetic persons, who think that the functionless is a proper element in works of art. Let us therefore write hord, ratl, infinit.

The other four cases call for comment:

1. This *e* (as well as some of the others) is historically a survival of Middle English *e*, which was inflectional in its origin, and was, of course, usually pronounced. As a device for lengthening a vowel it is open to many objections, which need not be enumerated. The natural way is to make a vowel indicate its quantity by its sign. Can this be done in English? We have, indeed, old authority for writing 'mys' and 'lym' (=mice, lime), but with *y* we come to the end of our naturally long vowels. Where are our omegas and etas? We might, then, fall back on the digraphs (*oa*, *ea*, etc.), but the difficulty is to find digraphs which have any claim to represent the long vowels in all possible circumstances, and uniformity is the one thing above all others desirable.

The object of this paper is to maintain that in one large group of words—namely, those like 'life' and 'bat,' in which the last consonantal *sound* is single—this uniformity is attainable by fairly simple means. The proposal put forward is that the final consonant of such words shall be written single if the vowel is long, and double if the vowel is short—*e.g.*, we shall write 'bat,' 'batt,' just as we write 'bating,' 'batting,'* and that no digraphs, but only the ordinary vowels, shall be used in such words; so that we shall write fel, fol, lof, frut, instead of feel, foal, loaf, fruit. The following pairs of words will illustrate this: met, mett; rob, robb; mil, mill; spek, speck; er, err; hal, hall; step, stepp; din, dinn; pur, purr; rod, rodd.

In order to show that this way of indicating long and short vowels is not un-English, I have selected and give below a number of words which can be traced fairly far back, and have put by their sides their Middle and Old English forms.† The pronunciation of the vowels in many of these words has changed, but this does not affect the argument, which is that a single consonant marks a long vowel and a double one a short vowel:

babe	M.E. babe.
dab	M.E. dabb-en.
rib	M.E. ribbe; O.E. ribb.
sob	M.E. sobb-en.
rub	M.E. rubb-en.
tub	M.E. tubbe.
wade	M.E. wad-en; O.E. wad-an.
bead	M.E. bede; O.E. bed.
lead	M.E. led-en, pt. ledde.
read	M.E. red-en, pt. redde.
tide	M.E. tide; O.E. tid.
road	O.E. rad.
chafe	M.E. chauf-en.
life	M. and O.E. lif.
loaf	M.E. lof; O.E. hlaf.
whiff	M.E. weffe.
rake	M.E. rake; O.E. raca.
speak	M.E. spek-en; O.E. spec-an.
reek	O.E. rec.
like	M.E. lik, lyk; O.E. lic.
speck	M.E. spekke; O.E. specca.
pock	M.E. pokke; O.E. poc.

* It is important to remember that the inflected forms—of verbs, at any rate—are by far the more numerous, and that, therefore, any system which preserves forms like 'bating,' 'batting,' is so far conservative.

† Taken from Skeat's *Etymological Dictionary*.

tale	M.E. tale ; O.E. talu.
deal	M.E. deel, del ; O.E. dæl.
mile	M.E. mile ; O.E. mil.
gall	M.E. galle ; O.E. galla.
poll	M.E. pol, pl. polles.
pull	M.E. pull-en ; O.E. pullian.
beam	M.E. beem, bem ; O.E. beám.
lime	M.E. lym ; O.E. lim.
home	M.E. hoom ; O.E. ham.
ham	M.E. hamme ; O.E. hamm.
hem	M.E. hemm-es (pl.) ; O.E. hemm.
hum	M.E. humm-en.
bane	M.E. bane ; O.E. bana.
pine	M.E. pine ; O.E. pin.
bone	M.E. boon ; O.E. bon.
rune	M.E. rune ; O.E. run.
man	O.E. mann.
den	O.E. denn.
pin	M.E. pinne ; O.E. pinn.
on	M.E. on ; O.E. on.
gape	M.E. gap-en ; O.E. (adj.) geáp.
sheep	M.E. sheep ; O.E. scep.
ripe	M.E. ripe ; O.E. rip (n.).
rope	M.E. roop ; O.E. rap.
lap	M.E. lappe ; O.E. læppa.
step	M.E. steppe.
dip	M.E. dipp-en ; O.E. dipp-an.
top	M.E. and O.E. top.
bare	M.E. bare ; O.E. bær.
fire	M. and O.E. fyr.
gore	O.E. gor.
pure	M. and O.E. pur.
err	M.E. err-en.
star	M.E. sterre ; O.E. steorra.
fur	M.E. fir ; O.E. furh.
cur	M.E. curre.
late	M.E. lat ; O.E. læt.
feet	M. and O.E. fet.
delight	M.E. delit.
oats	M.E. otes ; O.E. ota.
cat	O.E. cat, catt.
net	M. and O.E. net, nett.
sit	M.E. sitt-en ; O.E. sitt-an.
put	M.E. putten, pt. putte.

It is clear, then, that the spelling 'lif,' 'lipp,' etc., instead of 'life,' 'lip,' etc., is not only rational in itself, but also historically sound ; and it might indeed be argued plausibly that these forms are those at which we should have arrived as we dropped our inflections, if the development of our language had not been broken by an almost catastrophic change.

Before passing to our second heading, it may be well to forestall a criticism. It may be objected—since you indicate a short vowel by a double final consonant, do you propose to write extensivv, infinitt, beldamm, publick, etc. ? No, certainly not ; extensiv, infinit, etc., are quite correct, for these words all come under the law of accent. The proposal made applies only to monosyllables or to words accented on the last syllable.

2. No language possessing the letters *s* and *j* need continue to represent the sounds which they stand for by such a device as *ce*, *ge*.

With regard to *ce*, the Simplified Spelling Society does already write *s* instead of this digraph when it occurs in the suffixes *-ance* and *-ence*. We have only to extend this *s* to all words which end with *ce*.

Let us observe how such words gain from the point of view of etymology, for the argument from etymology undoubtedly has weight when it lies in the same scale with others, as it does here. I have put in brackets Middle English forms of the words following :

Ace (as), dace (O.F. dars), lace (las), mace (F. masse), pace (pas), race (rees), peace (pais), fleece (flees), ice (ys), dice (dys), lice (lis), mice (mys), price (pris), rice (O.F. ris), advice (avys), entice (entis-en), use (us), spruce (prus), hence, etc. (hens, etc.), twice, etc. (twies, etc.).

Is it not clear that we shall be doing no violence to our language if we write—as, pas, pes, fles, is, dis, advis, us, hens, twis, etc., instead of ace, pace, peace, fleece, ice, dice, advice, use, hence, twice, etc. ? No doubt there are some words which will look strange in their new dress, and the Latinists among us will be offended by forms like 'fas' and 'spas' for 'face' and 'space.' Are they offended by the Portuguese and Italian cognates of these words, or by the French 'conduisant' by the side of Latin 'conducens'? A glance at a list of words in *-ce* (and, of course, of those words in *-se* in which *s* is voiceless, like chase, geese, cease, dose, which we shall write chas, ges, ces, dos) will show that the proposed spelling yields etymological gain as well as other gain in the great majority of these words.

We now come to *j*. *J* ought to be a

useful member of society; at present he is a gentleman at large—a sort of reserve man, always ready to let *g* do his work. We have gaol and jail, jibe and gibe, jelly and gelid. *J* must be made to do all his own work, and leave to *g* his proper task, which is that of a palatal mute; we shall then write gild, givv, gess, gett, gest, etc., on the one hand, and paj, oblij, huj, badj, ridj, dodj, fudj, etc., on the other. These last will, no doubt, provide material for our scoffers; it is the way of Englishmen when they find among their quaint assortment of institutions one wholly rational and useful, to jeer at it as an oddity.

3 needs only one remark. Just as we reject the functionless, so we must annul all dual functions whenever we can. It has been already shown how this can be done for the letters under consideration.

4. The same observations apply to *z* as to *j*. *Z* is a letter with a significant function, and must be employed for that function. Only so can we be rid of anomalies like goose, choose, geese, cheese, cease, please, and of the double pronunciation of words like use, house, close. We shall therefore write gaz, appez, wiz (but whizz), doz, amuz, and distinguish between advis and adviz, clos and cloz, us and uz, hous and houz.

It may be said, Will you then write izz for is, wazz for was, and hazz for has? Not at all. Common words like these are always privileged, and in this particular case 'has' is justified because the *-s* is an inflection, and no doubt 'is' and 'was' will follow it by analogy.

Let us now inquire how the words we have dealt with will fare when they are inflected. It will probably be most convenient to adopt *-es* as the plural inflection for words with long vowels, just as we already use it in similar cases for the third person singular inflection of the verb. We shall then write rats, rates (plural of ratt, rat) as we write 'he bats' 'he bates.' We are here dealing with inflections, not with suffixes. Whether in the latter case (and in that of compounds) we shall allow the single and the double consonant to retain the same value as they have at the end of words—whether, *e.g.*, we shall write maddness and botman—will depend on the rule adopted to meet such cases, which need not be discussed at present.

Of inflected words a few further examples may be given:

swetes, swets.
robed, robd.
givv, gav, givn.
tak, took, taken.
veres, vers (=verse), avers (vb.).
pased (=paced), past.
bared, bard (=barred).
advized, whizd.
staked, stakt.
chafed, chaft.
leged (=leagued), legd, allejd.
oblijed, rigd, rijd (=ridged).
filed, spilt, fild (=filled).
heped, swept.
chered, herd.
kiss, kist, dosed.

One advantage of the change here proposed is that we get uniformity within the group of words considered, and I have assumed* that uniformity is sought for. It may seem to conservative temperaments that the change is too great. To them it may be replied that, if our spelling is to be redeemed from madness, great change of some sort must be made. It is not a case of leaving well alone or tinkering here and there. Anyone who will consider a group of words like please, cheese, these, seize, freeze, and frieze, and set them beside a group like cease, geese, peace, fleece, and niece, or, again, will consider a group like foal, hole, bowl, roll, and doll, and a score of others that might be mentioned, will see that there must be change, and that it cannot be small.†

* Up to a point, for I have not considered homonyms. In a recent interesting paper Dr. Skeat proposed to retain *-ea* in break. Does he mean to write brake differently?

† It is to be remembered—

1. That of the fourteen consonants which can end a word, six are even now doubled after a short vowel—*cf.*, black, chaff, ridj (=ridge), tall, lass, buzz; while several of

No doubt old habits will have an unpleasant time. But let us think of the interests of one of the great culture languages of the world, and of the millions of children of our own race wasting their time in learning laborious nonsense, as though it were a sacred heritage. That we should rationalize our spelling is one of the greatest interests of English education to-day.

For it may be hoped that, as we do so, we shall gradually get back to a saner view of what language really is—a significant sound produced musically by the organs of speech—and that we shall recover something of the fine respect of the old Greeks for the *spoken* word, 'clear in itself and finely attuned, uttered by men to men.'* The printed page, the written word, are our fetish.

S. O. Andrew.

Whitgift School, Croydon.

ORAL WORK WITH ADULT PUPILS.

Perhaps it may be of some interest to learn the very diffidently expressed views of a teacher of an Indian language. It is my privilege to teach such a language to selected candidates for the Indian Civil Service. We have to begin at the very beginning, with a new script and an unfamiliar type of idiom; and we have only one academical year in which to master grammar, a couple of novels, an elementary reading book, and some manuscript petitions. And, as everyone knows, an academical year has only about six months. We are glad, therefore, to utilize any method which promises to save time and labour.

Our time is terribly short, for our pupils have other tasks not less pressing—law, and Indian history, and so forth. On the other hand, they are picked men—intelligent and industrious, and quite conscious of the practical importance of their work. We have not the initial difficulty of overcoming reluctance or indolence.

I venture to think that the new system of teaching is based on a principle thus stated by Burke:

'For my part, I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best, since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew; it tends to set the reader himself in the track of invention, and to direct him into those paths in which the author has made his own discoveries, if he should be so happy as to have made any that are valuable.'

We have at least discovered that the cramming of isolated facts, linguistic or other, is obsolete; that the teacher is the guide of his pupil, and if along paths which the pupil wishes to follow, so much the better. The desire to travel must be stimulated and encouraged; but this is most easily done if the instructor can show that he himself has travelled with enthusiasm, with pleasure, with amusement. The gusto of a teacher who loves his subject is very communicable, and this forms a very large part of the value of oral teaching. The very tone of voice in which the teacher recites or reads aloud is a help to the novice. In this matter we English perhaps suffer in comparison with foreigners. We are self-conscious and shy, and hide our enthusiasms.

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the *r* group also end in a double consonant —*e.g.*, err, burr.

I do not know how these groups compare numerically with each other.

2. Most surnames double the final consonant after a short vowel.

3. All inflected forms of short-vowel words double the consonant when the suffix begins with a vowel—*e.g.*, -ed, -ing, -en, -er, -est.

I find that I have omitted to mention words like dabble and stable. These, I suppose, would be written dabl and stabel.

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* See Rutherford's *Chapter in the History of Annotation.*

It may happen that the pupil is lacking in the literary sense, but it does not follow that he has no linguistic aptitude. I have known an Indian civilian who spoke the vernacular of his province with the most racy command of idiom—much better, in fact, than men who were well read in the literature. He had, to the best of my belief, never read a play, a novel, or a poem in the tongue of which he had so remarkable a mastery. He had little love of reading, but he had an intense appreciation of the force, significance, and charm of spoken dialect. He manifestly enjoyed the power he possessed of reproducing accent and tone. He could talk to a rustic witness in a way that was the envy of men who were, in a sense, better scholars. In a class-room, with a teacher of literary tastes, he might have been mistaken for a somewhat stupid pupil. He was, nevertheless, an exceptionally intelligent and useful official. He understood, not only the speech, but the thoughts of the people, as few literary men can. Queerly enough, he had a crisp and forcible style in *writing* both his own and other languages. But my impression is that he picked up both idiom and vocabulary by *ear*. He used writing as a necessary but cumbrous means of recording for the benefit of other people what he would more willingly have communicated by word of mouth.

Are there not, in the schoolroom as in the world, two types of mind, in addition to the delightful, if rare, being who loves and remembers both written and spoken words, idiom, and style. No doubt written style takes spoken language as its norm. But it obviously differs from it, and is only good in so far as it differs most widely without being precious or pedantic. In earlier times the boy or girl with *eye* memory had an advantage, especially if this eye memory were aided by an inherited literary sense. Nowadays we can give a chance to the often extremely intelligent pupil who enjoys the *sound* of a language, and has an aural memory and the power of reproducing spoken idiom. It should be possible to recognize this type at a fairly early stage, since no doubt the pupil's idiosyncrasy may be detected in his use of his native tongue. The literary sense, the love of the *technique* of literary expression, may be lacking or dormant. But its absence may be—I believe it often is—accompanied by a keen enjoyment of vivid and dramatic spoken language. In literature we have artificial collocations of words and phrases to replace the music and significance of spoken tones. Hence we find that some minds that shrink discouraged from the 'dead' languages as they used to be taught can still derive pleasure and profit from spoken idioms. It may be that the enjoyment of the artificial beauty of cunningly arranged written phrases implies a higher, as it is certainly a different, kind of intelligence. But I feel sure that there are some to whom *only* written speech is congenial; some who speak and listen well and intelligently, and are bored by written style; some who are happily gifted with both aptitudes. We all know the sort of boy who hates to be read aloud to; and the other sort of boy who cannot read poetry to himself, but is charmed by verses recited to him sympathetically and well. May it not be that some of us teachers are wanting in one or the other aptitude, and fail to grasp a quality or defect in our pupils because we happen to belong to a different category from himself?

Our Indian Civil Service probationers are often men who have passed the open competition by means of mathematics or science, or both, and come to us with a discouraging belief that they are 'not good at languages.' Yet these are often our best pupils. One has to point out to them the tolerably obvious fact that they have learned at least one difficult language—their own. The next discovery, for them and their teacher, is that they have frequently a good ear for spoken sound. The Indian alphabets are so nearly phonetic that we are able to show that they are merely a record of sound—a mere aid to the memory of spoken words. We can teach them spelling by the ear for the

most part. The teaching has to be largely oral. The teacher reads aloud (the pupils following in their books), and strives to make his reading as expressive and (vocally) dramatic as possible. Translate we must, for we begin at the very beginning; but we translate as little as possible when once some vocabulary has been acquired. Sometimes we get a pupil who *prefers* to learn by the eye. He learns to read quickly, and writes with comparative ease. But his command of spoken language lags behind his mastery of literary idiom. For him separate 'coaching' becomes a necessity, and he has to be allowed the free use of grammar and dictionary. For the others—the aural and oral learners—we discourage the use of the dictionary. The teacher is himself a living dictionary, and relies largely on the use of context and the suggestiveness of his voice. Some formal grammar is necessary because of examinations. There is a 'grammar paper,' and sometimes, alas! questions occur in this which can only be answered by learning 'rules' by heart. But we keep this formal teaching in reserve till the pupil has made for himself a grammar by listening, talking, reading, and especially by listening.

In short, the most able and willing pupil must be humoured. The *vis inertiæ* of indolence or diffidence must be overcome, and the method must vary, not only from pupil to pupil, but in the individual pupil, according to the progress he makes. Oriental scripts are repulsive to the eye at first sight. But the alphabets are arranged phonetically, and the *sounds* they represent are easily learned, because they are arranged naturally. Every little Indian boy learns his alphabet by what may fairly be called the 'Direct' Method. He learns gutturals, labials, sibilants, etc., in groups, and not scattered at random over a defective alphabet as in Europe. He learns these first by *ear*—the *sounds*, namely, of *k*, *kh*, *g*, *gh*, *ng*, *j*, *jh*, *c*, *ch*, *n*, etc. When he has mastered these in their due order, he learns the corresponding signs by eye. Once this is done, we can read aloud to the pupil, who follows the script with his eye.

In even so elementary a matter as the alphabet, we in Europe teach sound and symbol *together*, and this habit seems to govern the whole of our subsequent teaching. The important thing is to get the pupil to recognize that it is the *spoken* language which is the essential thing—the norm—from which the artificial and artistic written idiom varies subtly and delightfully, in being more formal, indeed, but also, in its way, more flexible and expressive, since it admits of a wider choice of vocabulary and phrase. For instance, poetry read aloud gains something and also loses something; and perhaps this is even more true of elaborate prose. Thus we get a double pleasure, which is perhaps denied to some minds.

I must apologize for suggestions which may seem crude enough to practised teachers. I venture to give them merely as the rough impressions of a beginner in the art of teaching. I venture to think that some pupils are recalcitrant to the oral method, and *only* learn by eye. Some, on the other hand, and these not the worst, are keenly alive to the music of spoken language. Most, let us hope, can learn and appreciate both. There is a difference, after all, between an extempore speech or sermon and an essay read aloud—a difference of style and vocabulary. Some of us can appreciate both; some have a marked preference for one or the other. We must respect the idiosyncrasy of our pupils, and follow the line of least resistance. Our goal, after all, is to reach the stage at which the pupil begins to teach himself, whether by ear, in a direct method, or by the eye, through the artifice of written language.

J. D. Anderson.

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.

1. *What are the best methods of giving our pupils a taste for reading the best foreign literature strong enough to endure beyond the end of the school period?*

2. *What conditions, if any, hinder us from giving to the cultivation of literary taste the place it merits in foreign modern language instruction?*

3. *What principles should determine the suitability of the literary works to be read?*

4. *Graded courses of reading.*

All communications should be addressed to—

F. B. KIRKMAN,
Letchworth,
Herts,

and should reach him not later than two weeks after the publication of the number next before that in which the contribution is intended to appear.

Members are asked to do their best to make this discussion a success. The best they can do is to contribute—the sooner the better. Contributions need not be long; nor need they cover the whole ground.

VIII.—MR. HAROLD W. ATKINSON.

THE man who gives expression to heretical views exposes himself to the anathemas of the orthodox. But all orthodoxies have begun as heresies. Recent instances in Modern Language Teaching are the Reform Method and Phonetics, both well on the road to become orthodoxies. While the Reform Method heresy has been gradually gaining converts, and every self-respecting school (and every school that has an eye to business) teaches on Reform Methods (or is advertised to do so), there have always been the old orthodox prophets of literature, most of whom have accepted (or had forced upon them) the new theology of Reform, while still claiming credence for their prophecies on behalf of literature. How far the possibility of a literary training was realized under conditions of comparative ignorance of the language we need not stop to inquire. The new position is that of the prophets of Reform, considering how, now that their heresy is become a widespread orthodoxy, they can incorporate into their new theology the literary claims of the old. 'Though the Reform Method in England has already done much for the language, it has yet to win for the literature its rightful place, and put an end to the long period of its neglect.'

There was nothing inherent in the nature of the Reform Method which precluded the reading and study of literature. But, as M. Garnier has pointed out in his contribution to this discussion, the pendulum swung temporarily so far to the extreme of reaction that attention was for the time concentrated on the oral work as though that were the chief or only object of modern language instruction. It is, however, clear that the greater power over the language which is given by the newer methods offers greater facilities for the study of literature.

It is, nevertheless, still debatable, in

my opinion, whether in a school course the linguistic study is to be considered as merely leading up to the literary study, or whether it is to be the chief aim, with literature called in to aid it, so that the literary study, *qua* literary, is incidental rather than being the chief objective.

There is, I think, some confusion of thought in the phraseology of Questions 1 and 2, between 'giving a taste for reading good literature' and 'a cultivation of literary taste.' The first may be done without the second following as a necessary consequence. I doubt whether in the case of the average schoolboy we can hope to develop a literary taste, or any artistic taste, his mind not being sufficiently mature, though we can accustom him to reading good literature by reading nothing else in class with him. We can accustom him to seeing good examples of the painter's or sculptor's art by placing about our school-buildings reproductions of such examples, but it is still doubtful whether he will leave school with a taste for the old masters. We can accustom him to hearing good music by giving him concerts and organ recitals, consisting of examples of it, but he will still probably leave school with a greater liking for Handel and Sullivan than for Beethoven, Wagner or Elgar.

The cultivation of literary taste, like the cultivation of any other taste, is a process that results in one or other of two alternatives. Either the taste of the 'cultivee' agrees with that of the cultivator, in which case but little cultivation is necessary; or, the taste of the 'cultivee' differs from that of the cultivator, in which case cultivation has little result or may succeed in suppressing individual originality. I do not believe any amount of cultivation would make me enjoy Scott's poems, while I have to thank no cultivation for my enjoyment of Tennyson.

I suppose there must have been of every writer who has had his vogue and sunk into oblivion some first critic who was bold enough to say that after all the author was not worth much. Let us leave each rising generation the chance of including such first critics.

Some years ago I was present at a performance of 'Hamlet' in French at the Théâtre Français. Two things specially remain impressed on my mind—the acting of Mounet Sully, and the croaking of presumably some new-fledged Bachelier behind me on Shakespeare's hopeless violation of the three unities. The latter had no doubt been taught literature; the actor had probably forgotten all he had been taught; and the audience?—there were the longest 'queues,' and there was the fullest house I saw in nine months, in spite of the violation of the unities.

Not a year ago I came across a class that was being cultivated. One of the pupils had, on the recommendation of the teacher, bought most of Lessing's works, and tried to read some of them, but the only one he found he could understand and enjoy was the fables — *Naturam expellas furca, tamen usque recurret.*

My first heresy, then, is: cultivation at school of a literary taste, in so far as it attempts to train the taste in a particular direction is misapplied energy and a misuse of the teacher's position of authority. Of course we hear cited cases of pupils appreciating classical authors. Many cases are, no doubt, genuine; others, no doubt, cases of following the line of least resistance—*i.e.*, agreement with the views of the teacher. Any class may contain a budding Burke or even a mature Macaulay, but let any person consider the English Essays that he has corrected and think how many of them have shown much literary taste, in spite of all the teaching of English literature.

And here, it would be well to mention that I am heretical enough to believe that in the case of school pupils it would be in most cases very difficult to decide from their expressions of opinion whether they liked a work because of its literary character or because of the subject-matter. The latter, which is, I think, the usual reason, has nothing to do with literary

taste. Most boys like Jules Verne, or used to, but that is because of the subject-matter. At the present time, I confess, I would sooner read a book on the recent developments of science in any language that I can understand than a play of Corneille—*De gustibus non est disputandum.* At the same time I have, I think, sufficient literary taste, developed on my account, not given me at school, to prefer the book written in one style rather than in another.

To sum up so far: School is not the place to try to imprint a literary taste of any definite type—that Corneille or Goethe are necessarily good. I have no objection to the pupils reading some of them, but let them form their own impressions. I believe in this way they will develop a more original, more genuine taste for what is, *for them*, the best; I do not think it necessary, but rather a hindrance, for them to leave school with any stereotyped ideas of commonly accepted standards of literary excellence. A boy's mental development is not usually sufficiently advanced to be able to criticize literary merit. His appreciation of old masters comes later.

The best method of giving our pupils a taste for reading good foreign literature, strong enough to endure beyond the end of the school period, is to give them such a knowledge of the language that they will be able to take up and read with comparative ease any ordinary book. The instinctive laziness of humanity will hinder their reading anything in a foreign tongue if it is going to be a labour, however much they may have been given an orthodox or developed an unorthodox literary taste.

Do what you will, I do not believe that anything but a small, quite small, percentage of our pupils will ever do much in the way of reading foreign literary works after leaving school. A much larger percentage will find it valuable to be able to use the languages practically. 'Oh! the Utilitarian! the Renegade!' I can imagine many a reader exclaiming. But let us face the facts. The teacher is usually more or less literary, and thus, naturally prejudiced, would like his pupils to become so. But let the teacher look round among his acquaintances who are not teachers, and consider how many have the time amidst their business, their following of current events at home, their family duties, their reading of some current English literature, etc., to take up their foreign literature as well.

My second heresy, then, is that, soberly considered, the chief aim of linguistic instruction at school is linguistic and not literary. The literary part should come incidentally in the course of the linguistic instruction. I would even maintain that a pupil should not be given at school a bias towards merely literary studies and pursuits. The age in which we live is too rapid in its advances, scientific, political, philosophical, etc., for it to be well for anyone to have his mind pulled more than in due proportion to literature.

Macaulay defined a scholar as one who could read Plato with his feet on the fender. I would sooner our pupils left school with a knowledge of the language that would enable them to read *Notre Dame* with their feet on the fender, than provided with a sound knowledge of their *Lanson*, but unable to read *Notre Dame* without a dictionary. As neither condition is likely to be attained at school, the possibility of combining the two need not be discussed. We pass on to Question 2, on the hindrances to giving the cultivation of literary taste the place that it merits. The hindrances to giving it the place that from my point of view it merits, are not too serious for their elimination to be impossible. They consist chiefly in the exaggerated importance attached to it by many teachers, and the tendency of so much of our education to suppress originality of opinion by giving the pupils ready-made views. I hold that the development of literary taste, so far as it can enter into a school course, should be incidental and not deliberate.

If examining bodies have the right to

guide the teaching by the character of the papers they set, I certainly agree that the omission of 'literary taste' questions, and the insistence on linguistic ones, are both items in the right direction. You cannot examine and assign values to literary taste. You cannot give a boy who prefers to eat tomatoes with sugar more or less marks than one who prefers them with vinegar. (I did once hear a headmaster threaten to cane a boy for eating pickles with hot meat.) Nor can you assign different marks to boys whose taste in music leads the one to Bach and the other to Richard Strauss.

Religion, said Bacon, is a thing for a man's self. So is taste in Literature.

Of course, so long as men and women are paid to get pupils through examinations, so long will they have to try to carry out their contract. I have done, in my time, some things in teaching that I considered quite immoral: I have taught translations of Cæsar by heart. I did not feel that I was in a position to throw up my job, in spite of my scruples. I have given pupils ready-made views from *Lanson* on Victor Hugo's dramas (and been inspected while doing so). But there is no harm in a teacher giving his own views at the same time, if he is bold enough to differ in taste from the published authorities, and if he is anxious to encourage in his pupils liberty of opinion. Intellectually, I suppose, the literary agnostic or literary heretic is worth more as a moving force in the direction of progress than the faithful disciple of any literary creed. Yet if you want to evaluate the three in an examination, your only basis of evaluation can be conventionality, and your heretic goes to the stake and your agnostic to the torture. Here, then, is another heresy, that literary taste is not a subject for examining bodies to handle; their task lies solely in matters of fact, including, in higher classes, facts of literature in strict moderation.

As a postscript to this section, I would add, without going into any arguments *pro* and *con*, that in the upper classes translation is, in my opinion, a valuable aid to the appreciation of literary merit.

Question 3.—The principles that are to determine the suitability of the literary works to be read should be largely dependent on the conditions of each class. The general lines should, I think, be such as to cover a wide range of vocabulary and literary style. I should prefer to begin with modern authors and take samples of older ones later. This is the reverse of what M. Chouville prefers. I cannot help feeling that the portrayal of events and persons in surroundings that are more akin to the pupil's own is more likely to be intelligible to the pupil. As to the merits for which M. Chouville claims for seventeenth-century classical literature on religious, social and moral grounds, I am sceptical. Are our religious, social, and moral conditions the same as in the seventeenth century? If not, is it not better for the pupils to realize first what exists rather than what has existed? The historical study of such things may come later.

With regard to rapid reading and home reading I would utter a warning (and a heresy). I do not believe in rapid reading as a linguistic method, except for very considerably advanced pupils. I have seen sufficient of its failures to know its risks. It is so easy for the pupil to think he understands when really he does not. Of course he can read to get the tale in a sort of rough draft, but such reading does not in the average pupil, I believe, lead to more than a very insignificant increase in his foreign vocabulary. It is my opinion that rapid reading—or, shall we preferably say, extensive reading—in a foreign language does not increase the vocabulary in any thing approaching the same proportion as it does in the mother tongue. I will not attempt here a psychological explanation of what I believe to be a fact. It would be interesting if teachers who hold the opposite view would try an experiment. Let them read rapidly some foreign work which contains sufficient novelties in words and phraseology to put

them as near as may be on a like footing with their pupils in easier literature, and try to realize when they have finished it how many new words and phrases they have sufficiently acquired to be able to make use of them readily in speaking or writing. Let them, then, take some limited amount of a similar work, and mark, learn, and inwardly digest the novel linguistic matter, and then compare the amount they feel they have gained in this way with the amount they had gained on the other method. I know what is most profitable in my own case, and what is most profitable in the cases of various teachers with whom I have discussed the point.

A fortiori is it the case with the average pupil, who has not developed as much of what I may call unconscious attention as the average teacher has.

I grant there may be exceptions to the average rule, but it must be remembered that Macaulay memories are very rare, especially in these latter days of *Tit-Bits*, *Scraps*, and football professionalism. Catch your rapid reader of foreign literature some day unawares when he has just finished his *Photographic Bits*, and ask him to give you some account of what he has read, and then estimate how much in proportion he would have assimilated in a foreign tongue. If you could arrange that he should only get his knowledge of the latest county cricket scores or the details of the latest professional football match through a foreign language, what would be the more common result—an increase in keenness for the foreign language or a decay in keenness on cricket and football results.

I had occasion recently to meet a class that did home reading. I think one pupil had completed the book suggested to them; the majority had read a few pages, and did not know much about them. I think it was perhaps the same class that read rapidly in school without translating, with the not uncommon result that the book was not understood. One boy, possibly others, thought it was time wasted. I have seen similar results elsewhere.

I instance these cases to show the grave risks of such methods. No doubt much depends on the teacher, but boy humanity is a fairly constant quantity and betrays, at least as often as its elders, humanity's instinctive laziness; and probably more often the self-consciousness that hinders him from saying that he has not understood.

I believe the origin of the rapid-reading system lies partly in the tendency of the time to render all school work as palatable as possible. There is too much of feeding our pupils on pap instead of on strong meat—'meat' in its seventeenth-century sense. '*L'ennui, voilà l'ennemi*,' quotes M. Chouville, so we give them their Latin in *Robinson Crusoe* and their French in *Aladdin's Lamp*, and older pupils are encouraged to read rapidly an interesting tale without stopping over words or passages not understood. I maintain that a better and fuller knowledge of the foreign literature, as literature, would be acquired through translations than by cursory, often misunderstood, often only half understood, reading of the original.

I think I have now given expression to sufficient heresies for the present.

The views I have expressed have not been formed suddenly for the sake of this discussion. If they are shown to be wrong I am still open to conviction of my error.

IX.—Mr. Hardress O'Grady.

(*Goldsmiths' College.*)

It appears to me that, before any attempt can be made to approach the æsthetic of literature, it is absolutely necessary to do a very great deal of spade-work. I consider that this essential preliminary labour consists of two things—phonetic and vocabulary.

Phonetic training is necessary to give the pupil the self-consciousness of sounds, so that he may have, even when reading silently to himself, the echo of the spoken sound ever resounding in his brain. Phonetic training is necessary because

every great stylist has read aloud his finest passages, before he was satisfied, because one of the chief beauties of literature consists in the *harmonie des phrases*.

Vocabulary is necessary for common understanding, and it is herein that the direct method is so valuable, building up as it does a splendid edifice of language, where every stone is dovetailed into its neighbouring stones, when the foundation is well and truly laid. Much reading of simple texts, much word-formation and sentence-making, much labour (on the part of the teacher, why not a loving labour?) bestowed on the construction of harmonious prose—here we have in brief the necessary preparation for understanding the psychological documents of a foreign nation, be they thunder-utterances of great writers or merely daily bark of *Petit Journal* or *Simplicissimus*.

After that—as to the *best* literature—may divine inspiration and the genius of our teachers help us! And herein I am not at all of the opinion of H. G. Wells, who, in his *Mankind in the Making*, pours Martian contempt upon the teacher of literature. I believe that any man or woman who sincerely—nay, passionately—admires the works of any author, however small be the author, however insignificant the teacher, is more likely to set up, in the receptive among his hearers, the divine communication of art than any academically armed professor laying down principles and precepts without the love that transfigures the commonplace. Certain is it that we who aspire (c'est bien le mot) to 'teach' literature must have that love of our subject. Without it, even the most able, the most profound among us will be like that creature of whom Flaubert speaks when he says: 'Sa conversation était plate comme un trottoir; les idées des autres y circulaient dans leur costume ordinaire.'

HOLIDAY COURSE IMPRESSIONS.

BESANÇON.

'*A l'année prochaine*,' was what most of us said this year at Old Vesontio, whilst the others expressed their regret at being unable to return before 1911 or 1912. And there was reason great and strong for this unanimity of sentiment and expression of comradeship. To say nothing of the many privileges offered by this University, and of the very great natural attractions of the beautiful Jura landscapes, the tremendous advantages offered in the tuition—the thing itself—would more than suffice to account for the prevailing enthusiasm.

The Besançon courses have always well merited and more than repaid a visit, but this year they absolutely compelled one to *jeter son dévolu* thereupon.

A first glance at the *programme des cours* was quite enough to convince the serious student that—provided the syllabus were adhered to—he would be bound to gather such increased stores as to make the modest fee demanded for the whole shrink by comparison into an absolute zero.

Our student once arrived, he found that not only were all the best features of former years retained, but that in addition he was to study in the best of all possible atmospheres some of the authors and 'periods' prescribed for the London B.A. examinations. If he could stay long enough he should read them all; if not, then as many as the time allowed. Moreover, these authors were explained in the most natural way in the world. Never before had these *ouvrages* seemed so interesting and so 'facile.' The mere idea of 'grind' seemed to recede farther and yet farther at each successive discussion. One was conscious of taking great strides forward with a sense of ease and grasp of things, whilst there was always the absolute certainty that what we were reading was bound to be of use to us in our own land.

In many ways the *cours élémentaires*

were perhaps the greatest triumphs of all, for whilst those whose French was still in the early stages progressed *à merveille* there was always something by which the more advanced students could profit—an interesting etymology, an idiom illustrated, a clearer insight into some famous rule or exception, a practical test; each and all exerted an influence sure and undoubted.

A capital feature of this year was the *cours par sections*, specially arranged to secure individual attention to each student for the *exercices pratiques*. We were divided into six groups, A to F. In this way each student had an opportunity of speaking and of comparing his progress with that made by others of about his own *force*, whilst at perfect liberty to attend the classes of other divisions, with facility for promotion to a more advanced section when sufficiently *fort*.

In all their work, the Professors carried their students with them. Though a very high standard was maintained, none of them made the not uncommon mistake of soaring away out of comprehension, only to leave a bewildered class groping below. And herein lies the secret of much of the success and fame of the Besançon work—a success only the herald of greater things in view. For as the hard-working yet ever-courteous director said: 'There is no imitation of enthusiasm.' The new features for 1910 are taking definite shape, and a further great advance is assured.

Phonetics (already most logically treated) are to receive such a thorough-going exposition—'theoretical, practical, and experimental'—as we believe has never before been attempted in French Holiday Courses.

On this point more anon, though it may be added here that Besançon intends offering to teachers special help as regards the 'how' of giving instruction in French pronunciation.

'Diction,' too, is to find an important place in the curriculum, and advanced students will be so practised in the rendering of prose and verse as steadily to eliminate each remaining fault in expression or intonation.

In addition, some interesting *conférences*—made by a Professor noted for the charm of his speech—are promised.

Lastly (and in some ways firstly), there is the 'Association Générale des Étudiants Étrangers,' of which the monthly 'bulletin'—as yet the only publication of its kind—comes as a welcome reminder and continuation of one's studies in France. By its means (and by others too), we are kept in constant touch with the 'Faculté,' and the staff answer questions the whole year round.

In speaking of the various advantages which the town itself offers to its student guests, the *comité* say:

'Nous osons affirmer qu'aucune autre ville de France ne leur offre de pareils avantages.'

Those who have had opportunities of judging, will hold the claim justified.

Half-fare arrangements are already in operation between Paris and Besançon, and will in all probability be secured throughout at an early date, but in any case—given the present administration—these courses cannot fail to be of the utmost service to anyone who may be fortunate enough to attend them.

P. W. Cooke.

GRENOBLE.

In the list of Holiday Courses on the Continent, issued this year by the Special Inquiries Office of the Board of Education, there are three in French Switzerland and no less than eighteen in France, where English students may find the opportunity of combining a pleasant holiday with some good work under more or less favourable conditions. In general, the courses in Normandy and Brittany are the most favoured, because of the small outlay necessary to reach them. But they have a great drawback in that the students are nearly all English, and there is a great temptation to use English conversation both at table and on the excursions. The object of this short article is to

draw attention to the course at Grenoble, which is at present too little known in England.

Grenoble was the ancient capital of the Dauphiné, and is at present, *chef-lieu* of the department of the Isère. It is 390 kilometres beyond Paris, and can be reached either via Lyons or Chambéry in from ten to twelve hours. The Comité de Patronage des Étudiants Étrangers has made arrangements with the P.L.M. Railway Company, that all *bona fide* students in the University (and this includes those going for the Holiday Course) may travel from Paris at single fare for the return journey. This for second class costs about £2. If the journey to Paris is made by the cheapest route—third-class return via Newhaven and Dieppe, available for one month—this will cost £1 13s. 3d. The whole journey, therefore, including incidental expenses, will amount to about £4. To this must be added the £2 payable to the University for a period of six weeks or less. Very good pensions abound in Grenoble at from 120 to 150 francs per month, and further expenses need not be great.

The town is most beautifully situated at the junction of the Isère and the Drac, in a large plain, with the mountains of the Grande Chartreuse to the north (highest point Chamechaude, 2,087 metres), the Vercors on the west (with the Moucherotte, 1,906 metres, beautifully shaped and easily climbed — the Rigi of Grenoble), and, beyond the hills of Uriage les Bains, the fine chain of the Belledonne filling the eastern horizon, with the Trois Pics (2,987 metres) standing up conspicuously. There are more mountains to the south—the Taillefer, Obiou, Mont Aiguille, etc., so that wherever one looks there are beautiful mountain forms. Yet Grenoble is not so enclosed as to be oppressively hot. There was one week in August when we longed for the sea or a lake; but the thermometer was never higher than in London, and except for this one week, the heat was never excessive. It is well to mention, too, that Grenoble possesses a municipal swimming bath as large as any ten London baths put together, quite open to the air, admirably equipped and managed, where a bath costs but 20 centimes.

Whymper, who discovered his passion for mountain-climbing in the Dauphiné, and made the first ascents of the Pelvoux (3,938 metres), and the Barre des Écrins (4,103 metres), describes Grenoble in *Scrambles Amongst the Alps* as 'this picturesque but noisome town.' This was in 1861, and he makes amends in a footnote. Now Grenoble has 75,000 inhabitants and is one of the finest cities in France, with wide clean boulevards, fine squares and open spaces, and noble public buildings. It is the seat of a bishopric, and the head-quarters of the 14th Army Corps. Included in the garrison are two regiments of the famous Chasseurs Alpins, and the fine band of the Engineers plays three times a week in the public gardens.

The University was founded in 1339. In recent years it has increased greatly in reputation, and is now stated to rank only after Paris, Lyons, and Bordeaux. It caters especially for the foreign student, and has established since 1897:

1. Holiday Courses lasting four months from July 1 till October 31.

2. Courses during the academic year.

In 1908 there were 589 students enrolled for a part or the whole of the Holiday Course (of these 70 came from the British Isles), and 381 for the University Terms. Up to September 14 of this year, 602 students had entered for the Holiday Course, of whom 58 came from the British Isles. The course is a continuous one for the four months, though each month is made as self-contained as possible. The 50 francs paid for a period of six weeks may take effect at any date. The work arranged includes five or six hours of lectures per day. Taking the programme for August, Phonetics (*Explication Phonétique de Textes*, *Phonétique Descriptive*, and *Phonétique Expérimentale*), occupied from 8 to 9 a.m. This work is very ably done by M. Rosset who has a well-equipped

phonetic laboratory (one of the best in Europe), and who attracts large audiences. The period from 9 to 10 was given up to Grammar, divided into two sections, Elementary and Advanced. The Elementary work is generally simple word-building and syntax; the Advanced, studies in vocabulary and more difficult syntax. On Thursday mornings this was replaced by a critical study of *Notre Dame de Paris*, the most popular lecture of the week. This was taken by M. Weil, who was also responsible for most of the other literature lectures. All his work was of very high value, and he always had crowded audiences. From 10 to 11, on four mornings a week, English translation was taken. This was done in a most businesslike and useful way by Mlle Danton; two written compositions were done and corrected each week; the other mornings were devoted to oral composition. Unfortunately the books were not well chosen—H. G. Wells' *Twelve Stories and a Dream* and Sheridan's *The Critic*. Lectures went on again from 4 to 6 o'clock with literary and general subjects; thus, during the month the following were treated in more or less detail: 'The Frescoes of the Sixtine' (with lantern slides), 'Commercial France,' 'The Politics of the France of To-day,' 'Society in France in the Seventeenth and Eighteenth Centuries,' 'Jean Jacques Rousseau,' 'Lyrical Poetry in France from the Sixteenth Century to 1800,' 'The French Novel from 1800 to 1850,' 'Secondary Education in France.' There were, finally, two series of special lectures at 8.30 p.m. by two of the most distinguished Professors of the University of Paris: by M. Lanson on 'The Philosophical Spirit in French Literature at the end of the Seventeenth Century,' and by M. Brunot on 'The French Language during the Nineteenth Century.'

But the Holiday Course at Grenoble prides itself more especially on the efforts it makes to enable its students to pronounce French accurately, and to speak fluently. For the first it has organized a special course for which 8 francs 50 must be paid for an inscription of four weeks. Having paid this, the student goes to the Institut de Phonétique where the Professor tests his pronunciation, gives him a card stating the faults which are apparent, and attaches him to a section which may meet from 11 to 12, during the afternoon, or from 6 to 7. The sections consist of not more than six persons, and there are three lessons per week. The student is set some definite work to prepare from the special book (*Exercices pratiques d'articulation et de diction*); in this preparation he may be aided by the phonograph, for which there are records of all the passages in the book. In class he reads the passage prepared, his faults are pointed out, and he is told the correct method of remedying them, all the work being done on a phonetic basis. After the sixth and twelfth lessons he may go again to the Professor for further examination and advice. The value of this work naturally depends very largely on the *maître de lecture*, but in general the opinions were very favourable, and it is notable that in 1908, 336 students took this course. For those who have advanced beyond this stage, and who wish to practise themselves in idiomatic French, there is another special course—not more than four persons in a section, and two lessons per week. The cost is 10 francs for four weeks. Here subjects such as, 'La poésie de Musset dans "*Les Nuits*,"' 'Les romans champêtres de George Sand,' 'La mère et l'épouse dans "*Andromaque*"' (Racine),' are set; each student delivers in the form of a lecture what he has prepared, and there follows a general discussion on the points raised.

A certificate is granted to all stating the period during which the Course has been attended, and any special work that has been done. For those who wish to obtain a diploma there is a *Certificat d'Études françaises*, for which an entrance fee of 20 francs must be paid. An examination is held at the end of August and October, and consists of a French composition of three hours (the August subject

was 'Il y a trois choses, a dit l'écrivain anglais John Ruskin, pour lesquelles l'homme est né: le travail, le chagrin, la joie. Il ne peut y avoir de vraie vie sans ces trois choses'); a translation of English into French, also of three hours; the reading of a French passage, with explanations; and a general conversation. There is also, for those who wish to specialize in phonetics, a *Diplôme d'Études Supérieures de Phonétique*. To obtain this it is necessary to be inscribed for two semesters, of which the Holiday Course may count as one.

The University Library is open to the students, as is also the Municipal Library of Grenoble (containing 250,000 volumes). In addition, the Comité de Patronage has a specially selected library of its own in the same building as the Institut de Phonétique, with a reading-room where can be found newspapers and magazines of all countries. Close by is the University garden, where work can be done without any interruption.

It will be seen that plenty of opportunity is afforded for work, but the holiday side is not neglected, and no town can be better situated for excursions than Grenoble. Two, three, or even four are arranged every Saturday at exceptionally cheap rates, and suit everybody, from those who wish to see the beauties of mountain and lake from a carriage or motor-car to those who prefer to reach summits with the aid of ice-axe and rope. The Dauphiné is very little known in England, yet the country round Grenoble can safely challenge comparison with Switzerland. In the lower masses of the Chartreuse and Vercors we find the carefully cultivated slopes, the dense pine-forests, the picturesque hamlets of the Oberland and the Rhone Valley; gorges abound, even excelling those of Switzerland; and it is good to visit a country which has not yet been overrun, and therefore spoilt, by tourists, where funiculaires and mountain railways, together with conducted tours, are yet unknown. The Belledonne range is higher, more savage, and the Croix (2,913 metres), though easily accessible (they tell you at the Syndicat d'Initiative that you may go up *en famille* pushing the *voiture d'enfant* before you), yet gives a real sensation of the high mountains, and if attempted in fog or after new snow may become quite exciting. The view from the top is superb. Beyond the Belledonne are the Grandes Rousses (3,473 metres)—not too difficult—and then the whole of the Pelvoux group with more than 130 peaks of 3,000 metres and upwards, and 40,000 acres of snow and ice. Few there may be who will dare to ascend the Meije (3,987 metres—its difficulty can be gauged from the guide's fee, 130 francs), but from La Grave, which can be reached easily by tram and automobile, its 8,000 feet of glittering precipice can be seen rising direct from the road, a sight which Whymper describes as the finest road view in the Alps. For the pedestrian and climber Grenoble is as fine a centre as can be desired, and when taken in conjunction with its excellent Holiday Course, its claims to English patronage seem undeniable.

H. Herbert Pells.

TYPICAL QUESTIONS IN GRAMMAR.

In connexion with a short course of lectures on Modern Language Teaching, I found it convenient to draw up a list of typical grammar questions for the use of the Reform teacher. In the main (though not exclusively) they are draw from books I have edited and examination papers I have set. I do not, however, make any claim to originality; it is quite immaterial who is the first to hit on some satisfactory

way of testing grammatical knowledge.

I venture to think that teachers, and perhaps examiners, will find this list useful; and some may be willing to supplement it from their own practice. Incidentally it may serve to show that Reform teachers are not indifferent to the need of a sound training in grammar, and that they have done something to relieve the monotony of grammar drill based entirely on isolated words, or the application of grammar connected entirely with translation. It will be noticed that some of the questions apply to French or German only, others to any modern language. Suggested alternatives, additions, etc., are given in square brackets

A.—GRAMMAR.

(*a*) *Substantives.*

1. Insert the [genitive, dative] of the substantives in brackets [with article or possessive adjective].

2. Put the substantives into the [plural, singular], making all necessary changes.

3. Which substantives in the passage * have the same form in the plural as in the singular? State the rules which guided you in selecting them, and give further examples illustrating these rules.

4. Substitute a feminine substantive for the masculine [or *vice versa*], making all necessary changes.

5, Substitute substantives for the pronouns.

6. Put a suitable substantive [with article and adjective, with preposition] in place of the dash.

7. What help does the form of the following substantives give for determining their gender? . . . Give further examples of each type of substantive.

(*b*) *Adjectives.*

1. Supply the endings of the adjectives.

2. Add suitable adjectives to the substantives.

3. Put the substantives (accompanied by adjectives) into the plural [or *vice versa*].

4. Give the feminine of every adjective which is masculine in the passage, adding a suitable substantive.

5. Write short sentences containing the adjectives . . .

6. Write short sentences introducing the [comparative, superlative] of the adjectives . . .

7. Substitute the comparative for 2, the superlative for 3. [Example: Ich bin gross, du bist 2, er ist 3.]

8. Insert the correct form of the predicative superlative of the adjectives in brackets.

(*c*) *Numbers.*

1. Write in words the following numbers [666, $1\frac{7}{8}$, $3 \times 6 = 18$] and times [6.45 p.m.].

2. Write out in words [a date] and any two other dates of importance, stating in [French, German] what happened on them.

3. Copy out the following sentence, writing the numbers in words, not figures.

(*d*) *Adverbs.*

1. Mention several ways in which adverbs are formed, illustrating your remarks by [jedenfalls, allerdings, schon; énormément, gentiment, vraiment, patiemment] and other examples.

2. Give the adverbs that are equivalent to the adverbial expressions [auf jeden Fall, avec joie].

(*e*) *Pronouns.*

1. Conjugate in all persons and both numbers [Je me lave les mains; Ich setze mich auf meinen Stuhl].

* *I.e.*, some passage that has just been read.

2. Substitute pronouns for [the substantives, the words underlined] ; or, Insert a suitable pronoun in place of the dash.

3. Put the pronouns in the following sentences into the plural [or *vice versa*].

4. Insert the correct form of the [relative, interrogative] pronoun in place of the dash.

5. Insert [ce, cet, cette, ces ; das, was, dasz] in place of the dash.

6. Make one sentence of each pair of main clauses by turning the second into a relative clause.

7. Make a question asking for what is underlined in the following sentence [Je vais à l'école].

8. Make up questions to which the following sentences might be answers.

9. What form would X's speech take (*a*) if he were not addressing one, but several men ; (*b*) if his speech were reported by a third person, and introduced by 'X said . . .'?

(*f*) *Prepositions.*

1. Insert suitable prepositions [as many as you can] in place of the dash.

2. Insert a preposition [article or possessive adjective] and substantive in place of the dash.

3. Classify the prepositions occurring in the passage according to the case or cases which they govern.

4. Write down short German sentences showing what case or cases the following prepositions govern.

(*g*) *Verbs.*

1. Rewrite the following passage with the verbs in the [present, future, perfect].

2. In the following passage substitute the correct tense of the past for the [present, infinitives in brackets, in italics].

3. Write short sentences introducing the [present, imperative, perfect] of . . .

4. Insert suitable verbs [in the present, the future].

5. Give the correct form of the infinitives in brackets.

6. Conjugate in the present indicative [all persons and both numbers] [Je vais à l'école ; Ich sehe den Wald].

7. Collect the verbs in the passage which do not have the same stem in all the persons of the present indicative.

8. Insert the correct form of [avoir or être ; haben or sein].

9. Substitute a relative clause for the present participle [or *vice versa*].

10. Substitute the active for the passive [or *vice versa*] without changing the sense.

11. Write down sentences introducing the verbs . . . in the passive voice.

12. Add the proper ending to the verb [Il avait ordonné qu'on l'emmen . . . Voilà la lettre que j'ai écri . . .].

13. Introduce the following sentences by [il faut que, quoique ; als ob].

14. Show how you recognize an inseparable verb, quoting instances from the passage.

(*h*) *Syntax.*

1. Which of the conjunctions in the passage introduce dependent sentences?

2. Construct sentences containing the conjunctions . . .

3. Make one compound sentence of the following single sentences.

4. Make one sentence of each pair of sentences, by turning the first into a clause introduced by [parce que, quand, avant que ; weil, wenn] ; the second into a clause introduced by [car, mais, jusqu'à ce que, afin que ; aber, sondern, bis, damit].

5. Insert [als, wenn or wann ; aber or sondern] in the following sentences in place of the dash.

6. Rewrite the sentences, introducing the second condition by *que* instead of *si*.

7. Fallait-il frapper si fort? Express this differently, using the subjunctive.

8. Transpose into [direct, indirect] speech the following passage.

9. Illustrate the rules for the order of words in German by examples drawn from the passage.

10. In the passage take every case in which the predicate comes before the subject of a clause, and give the reason for the inversion.

11. Put what is underlined at the beginning of the sentence [Ich reise morgen nach Deutschland].

12. Insert a suitable adverb in the following sentence [J'ai travaillé ; der Vogel singt].

(*i*) *Sundry.*

1. Answer as fully as possible the following questions [based on a passage], without repeating the substantives which they contain.

2. Ask [two] questions based on the passage and introduced by [où, pourquoi ; wann, wenn] respectively. Give suitable answers to these questions, using pronouns to avoid the repetition of substantives occurring in the questions.

3. Ask [a character in the passage] [four] questions about what he is [doing, carrying], and give his answers.

4. Show the difference between [si and aussi, quoique and quoi que ; als and wenn, aber and sondern] by introducing them in sentences.

5. Make up short sentences to show the use of [par exemple, à la bonne heure, si (=yes) ; doch, ja, denn].

6. Rewrite the sentence, substituting [je] for [il] and the present for the past, making all necessary changes.

7. Put the subject and predicate in the plural.

8. Substitute pronouns for the substantives, and substantives for the pronouns.

9. From the passage select examples to show what is the general principle on which German words are accented, and make a list of all the words in the passage which may be regarded as exceptions.

10. Indicate on which syllable the chief accent falls in the following words.

The following questions deal with word-formation and vocabulary. These are only gradually being introduced in examinations, but their value is now recognized by teachers.

B.—VOCABULARY AND WORD-FORMATION.

1. Give the [substantives (with article to show gender), adjectives, verbs] connected (in form as well as in meaning) with . . .

2. Form [two] different [substantives, adjectives] from the stem [rêv- ; Geist-].

3. Explain the following words by using relative sentences [*le travailleur* est un homme qui travaille].

4. Après un moment de réflexion. Express this with a verb in place of the underlined substantive.

5. Give as many derivatives as you can of . . .

6. Give the collectives, diminutives, causatives, of . . .

7. Form compound words (with article) of [das Kind, der Garten].

8. Give an explanation in [French, German] of the following words . . .

9. Say what purpose the following objects serve . . .

10. What word expresses [la sœur du neveu ; der Mann, der Schuhe macht] ?

11. Give the opposites, synonyms, of . . .

12. Give three different French words for 'country,' and write short French sentences to illustrate the use of each.

13. Give the names of twelve objects that you might find in [a garden, a railway station, a grocer's shop].

14. Give the words indicating [relationship, colours].

15. Give the names of various fruits, and the trees on which they grow.

16. Draw [a knife, a tree], and write the names of the various parts of it.

17. Draw a plan of [a railway-station, a village], number the objects, and give their [French, German] names.

18. Give as many substantives expressing [time], as many verbs expressing [motion], as you can.

19. What actions do you perform in [writing a letter, preparing for a journey, eating your breakfast] ?

20. Make a little sketch of your dining-room at home, number the various objects in it, and write a connected account of the room and its contents, with references in brackets to the numbers in your sketch.

21. Give an account of the [French, German] [coinage, metric system].

22. Express in [French, German], using different words . . .

WALTER RIPPMANN.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, October 30.

Present: Messrs. Somerville (chair), Allpress, Atkinson, Brereton, Von Glehn, Hutton, Milner-Barry, Payen-Payne, Rippmann, Twentyman, Storr, and the Hon. Secretary.

Apologies for absence were received from Dr. Breul, Miss Purdie, Professor Robertson, Professor Savory, and Miss Shearson.

The minutes of the last meeting were read and confirmed.

The Hon. Secretary reported that the second letter to the President of the Board of Education on the study of German in secondary schools had been sent in, with the signatures of representatives of the Society of University Teachers of German, British Science Guild, Teachers' Guild, and Modern Language Association attached, and an acknowledgment had been received.

On the recommendation of the Membership Sub-Committee it was resolved:

1. That the following rules for branches be adopted: (*a*) That all members of a branch must be members of the Association paying full subscription; (*b*) that a capitation fee of 1s. per member per annum be paid to a provincial branch for branch expenses, subject to the approval of the Finance Committee.

2. That a Sub-Committee for London be appointed, to consist of not less than seven persons, with power to arrange meetings, form reading-circles, and otherwise advance the interests of the Association in London (postal area).

The Sub-Committee for London was constituted as follows: Messrs. Allpress (convener), W. P. Fuller, Hankin, H. O'Grady, Miss Partington, Miss Purdie, Mr. S. A. Richards, Miss Shearson, and Miss Stent.

The Exhibition Sub-Committee reported that they had co-opted Miss Partington and Mr. Payen-Payne, and had made arrangements for a revision of the catalogue of the Exhibition. On their recommendation it was resolved:

1. That all types of class-books be represented in the Exhibition, except obsolete types.

2. That the Exhibition be confined to books for use by classes in schools, except that books on phonetics and method may be included. Foreign editions of French and German classics may be included.

3. That the Exhibition be put on shelves during the summer in some convenient place in London.

The Chairman reported that the representatives of the Association and those of the Preparatory Schools Association had had an interview with a Committee of the Headmasters' Conference on the subject of Modern Languages in Public School Entrance Scholarships Examinations.

The Examinations Sub-Committee reported that they were prepared to submit a scheme for External School Examinations (preliminary and junior stages). It was resolved that a meeting of the General Committee should be called to consider the syllabus.

It was resolved that a circular be sent out to members on the subject of the Loan Library.

Various details connected with the Cambridge meeting were settled.

Mr. L. von Glehn was appointed a

representative on the Terminological Conference in the place of Dr. Spencer, who had found it necessary to resign.

The Chairman and Mr. Brereton were appointed to represent the Association at the Third International Congress on School Hygiene, to be held at Paris next March.

Mr. T. H. V. Booth, of the County School, Isleworth, was appointed local secretary for Middlesex in place of Mr. Kenwood, resigned.

The following twenty-nine new members were elected :

G. Albers, Manchester School of Technology.

Miss R. Bassett, B.A., County Secondary School, Stockwell, S.E.

J. L. Bates, B.A., King Edward's Grammar School, Five Ways, Birmingham.

Miss W. Bryers, B.A., Girton College, Cambridge.

E. F. Bullin, M.A., Bedford Modern School.

Professor H. L. Chatelain, Docteur-ès-Lettres, University of Birmingham.

H. Clewley, B.A., Latymer Upper School, Hammersmith.

Mrs. Codling, 5,Tavistock Square, W.C.

H. R. Francombe, M.A., Royal Masonic School, Bushey.

Miss E. E. Gatheral, Training College, Cambridge.

Miss J. Gray, Coventry Secondary School.

Miss Edith Hastings, 180, Elm Park Mansions, S.W.

H. A. Hatfield, B.A., King Edward's Grammar School, Five Ways, Birmingham.

Karra Jogayya, Boys' High School, Amalapuram, India.

Miss Constance Jones, Girton College, Cambridge.

Ll. J. Jones, B.A., Whitgift Grammar School, Croydon.

J. D. Maillard, M.A., Penarth County School, Glamorgan.

Lewis Marsh, M.A., City of London School, E.C.

Miss W. A. M. Marston, Cockburn High School, Leeds.

Miss E. M. Morris, Redland High School, Bristol.

Miss H. M. Oyler, M.A., Girton College, Cambridge.

Miss M. A. Pearce, Southall County School, W.

G. E. Pitt, B.-ès-L., King Edward's Grammar School, Camp Hill, Birmingham.

Miss C. D. Pope, The Leas, Llanishen, near Cardiff.

A. Shiach, B.A., King Edward's Grammar School, Camp Hill, Birmingham.

Miss M. G. Skipworth, Sherborne School for Girls, Sherborne, Dorset.

Miss E. M. Tuck, Redland High School, Bristol.

Miss I. C. Ward, County Secondary School, Chelsea, S.W.

J. D. Wilson, M.A., Goldsmiths' College, S.E.

The Committee then adjourned.

[The name of Miss Molyneux, High School, St. Albans, was inadvertently omitted from the list of members elected on September 25.]

The following ten members of the General Committee will retire by rotation at the end of the year, and will not be eligible for re-election till after the lapse of a year: Dr. Breul, Dr. E. R. Edwards, Messrs. C. F. Herdener, F. B. Kirkman, de V. Payen-Payne, A. T. Pollard, Professor Schüddekopf, Mr. O. Siepmann, Dr. Warren, and Mr. J. D. Whyte. Nominations of members to fill these vacancies should be sent to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W., and must reach him not later than December 1.

The programme of the Cambridge meeting is now almost complete. Addresses will be given by Dr. Braunholtz and Dr. Breul ; the Conference on Grammatical Terminology will send an interim report, which will be discussed ; there will also be a report on External School Examinations to be considered ; our retiring President will again call attention to the report of the Training Committee, which

was not in print at the time of the Oxford meeting; and Mr. Kemshead will open a discussion on some points in the present teaching of foreign languages. There will be a conversazione in the evening of Thursday, January 6, and a dinner on the following evening, at which some distinguished guests from France and Germany are expected. The programme is a full one, and is likely to prove interesting. It is hoped that there will be a large attendance, especially as the date of the meeting (January 7 and 8) is believed to be more convenient to the general body of teachers than the date at which the Oxford meeting was held. The reports on the Training of Teachers, on Grammatical Terminology, and on Examinations, will be sent to members, with the agenda of the meeting, early in December.

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It is encouraging to be able to report that there was a larger entry of new members at the last meeting of the Executive Committee than has been known for some years, except on the occasion of a general meeting, no less than twenty-nine being elected.

⁂

The first meeting of the so-called 'Autumn Campaign,' the object of which is to increase the membership of the Association, was held, by kind permission of the Warden and Council, at Queen's College, Harley Street, on Friday, October 8. Some 150 invitations were sent to those members whose names are given in the topographical list as belonging to the central, west, and north-west districts, and some fifty members were present. The proceedings were opened by the Treasurer, who gave a brief sketch of the history and aims of the Association. Mr. Hardress O'Grady read a short paper on the teaching of phonetics, pointing out how they should and how they should not be taught. Mr. S. A. Richards explained the work of the Organizing Sub-Committee, under whose auspices the meeting was held, and stated that it was proposed to hold similar meetings in the other districts. Miss Purdie followed with an eloquent appeal to those present to secure new members. Professor Spiers and Mr. Bridge also spoke, the former advocating monthly meetings, the latter suggesting that it would be well not to hold too many. Tea and coffee were served in the Library. Especial thanks are due to Miss Lewer, the Warden of Queen's College, who received the guests; and to Miss V. Partington, who made all the arrangements.

⁂

The Cardiff Educational Society held a meeting on Saturday afternoon at the Howard Gardens Municipal Secondary School. Miss Collin, B.A., of the Intermediate School for Girls, occupied the chair, and there was a good attendance. Mr. Cloudesley Brereton, M.A., Inspector of Modern Languages under the London County Council, read a paper (on behalf of the Modern Language Association) on 'Some Pressing Problems in Modern Language Teaching.' He said that, as regarded the modern method of teaching Modern Languages, it had not only got its followers, but its fanatics. But the new method was not a sort of Westminster confession of faith to which all must subscribe. There was, indeed, no royal road for picking up Modern Languages, although there were several broad routes. His contention was that they ought to make the textbook the centre of instruction. Under the old method the teacher was subordinate to the textbook, but in the new method the textbook was subordinate to the teacher. It seemed to him that, within limits, the Modern Language teacher of to-day should be allowed a wide latitude on the subject of textbooks and the methods of using them. He deprecated anything like laying down the rule that there should be only one prescribed textbook. There were two main stages in teaching Modern Languages. In the first a student should be given a thoroughly good grip of the language; the second began when the grip was so good that comparisons could be

drawn between two languages. Positive good came from translation into English and retranslation into French, and it was essential to re-think the French in an English form. One of the great difficulties with the modern method was to be sure that everybody was attending; the willing horses did all the work, and certain members of the form were about to adopt a congregational attitude of repose. But these last could be dealt with by means known to experienced teachers. All teaching was a match against time, and if the process could be short-circuited without being upset, so much the better. This, however, made it expedient to learn much by heart, and after a certain amount had been so learnt it became necessary to classify and repeat it. Mr. Brereton advocated the teaching of French literature, but insisted that modern French should be taught at the outset, and added that French should be taught by those who had resided abroad, and had come to regard French literature as a work of art, and to realize that the teaching of it was not intended to secure erudition, but culture. The paper was heard with much interest, and a short discussion followed. A number of books, pictures, and charts, dealing with the teaching of French and German, sent down by the Modern Language Association, were exhibited, and will remain on exhibition during the week from 7 to 9 p.m.—From the *South Wales Daily News*.

CORRESPONDENCE.

OXFORD SENIOR LOCAL EXAMINATION PAPERS.

A correspondent writing in your October number says that in classes preparing for the Oxford Senior Local Examination 'free composition has to give place to translation.' May I point out that in the July Examination free composition was allowed as an alternative to translation from English?

The rest of his criticism seems to me equally wide of the mark. He complains about questions on 'the irregularities and peculiarities of the grammar and verbs.' There was certainly a question on irregular verbs, but I believe that even the most advanced teachers do not consider a knowledge of these verbs to be wholly useless. And if an examiner may not ask questions about the 'peculiarities' of a language, what may he ask about? Does your correspondent demand that his pupils should not be expected to show any knowledge of those features of the French language in which it differs from other languages?

He says the piece of translation from English set is 'usually full of idioms.' The first piece in the July paper might, to my mind, be very fairly criticized on the ground that it was a very inadequate test in acquaintance with French syntax and idioms, and required little more than a good vocabulary; the alternative piece certainly contained a good many idioms, but they were mostly such as no one can talk or write French for ten minutes without being compelled to use.

Certainly there were a few questions of real difficulty, but a paper which is intended to sift Honours candidates from the rest must contain some such.

B.

REVIEWS.

The Functions of Criticism. By D. Nichol Smith, M.A. Pp. 24. Clarendon Press. Price 1s. net.

This lecture, 'delivered before the University' by the first Goldsmith's Reader in English, naturally does not attempt to be exhaustive. But it is sound and scholarly, and if not strikingly original, nevertheless stimulates thought about a difficult problem. Its keynote is contained in the last paragraph, and few people nowadays will quarrel with Mr. Nichol Smith's conclusion that 'the common function of all criticism . . . is to aid appreciation.' Earlier in the lecture he explains the various means by which this end may be attained, though he is careful to show the difficulty of dividing critics into rigid groups. 'In literature it is always dangerous to lay stress on the separation of schools.' Perhaps the most interesting parts of the lecture are those in which he points out how the various groups overlap—how Johnson, for instance, describes real criticism as that which shows 'the beauty of thought as formed on the workings of the human heart,' and may thus from one point of view be ranged with the romantics; or how the 'so-called eighteenth-century code' of rules is not to be found in any of the great critics of the eighteenth century, so that it is perhaps 'but another case of the Emperor's new clothes — something which many talk about, but which nobody has ever seen.'

These quotations may serve to show that Mr. Nichol Smith is not content to repeat stock judgments and accepted distinctions and divisions. He realizes that 'no criticism of a great work can ever be final,' and he honestly tries 'to approach the great artists with an alert mind.' Consequently it is well worth while to hear what he has to say, even though the manner of expression tends at times to be unnecessarily heavy and academic. Lightness of touch is a virtue in a lecturer as well as in a critic, and Mr. Nichol Smith has earned the right to both titles.

Grimm's Fairy Tales. Blackie's English Texts. Edited by Dr. Rouse. In limp cloth covers. Price 6d. Pp. 126. Blackie and Son.

This volume belongs to an excellent series, which should command popularity and success.

Tennyson's Shorter Poems and Lyrics, 1833-1842. Pp. xlviii + 126. Price 2s.
Tennyson's English Idylls and other Poems, 1842-1855. Pp. xlviii + 176. Price 2s., or both in 1 volume, price 3s. Edited by Beatrice C. Mulliner, M.A. (Lond.).

The General Introduction (12 pages) and Analysis (30 pages) are common to both volumes, but this does not seem a good reason to print them twice in the one-volume edition. Personally, if we had our choice, we should prefer to omit them altogether. We think it a mistake, especially in a school-book, to attempt to explain and summarize in a few pages the work and achievements of a great poet. 'Concentrated essence of criticism' is apt to bring about the very results we deplore, and a good teacher may be trusted to give his pupils wiser guidance than that which is contained in verdicts such as the following: 'We pass on now to notice in these two volumes the steady emergence of a lofty moral ideal,' *et seq.*, p. xv; or, on 'Morte d'Arthur': 'We cannot help asking what does it all mean?' *et seq.*, p. xl. Cut-and-dried explanations of poetry do not help to appreciation or understanding; the best teachers of all are those who leave the poets to make their own impression with the minimum of interference. As for the bad teachers, the less they are enabled to destroy taste, the better for them and their pupils. Miss Mulliner is herself far too able, to give encouragement to those whom she would not for a moment tolerate in her own school. Used, as doubtless she intends it to be used, or as she would use it herself, her analysis might be made stimulating and helpful; but placed in the hands of school-children or of incompetent teachers,

it would tend to produce those superficial criticisms and ready-made opinions which so often take the place of 'literature lessons.' Instead of dividing poems into groups—(*a*) Character Sketches; (*b*) Nature-Painting; (*c*) Patriotic or Political Poems; (*d*) Philosophical, and so forth—instead of tabulating and explaining merits and defects, let us try to train our pupils to seek reverently and for themselves that which the great writers can tell them, to each according to his powers, better than can anyone else.

Miss Mulliner's notes also err on the side of over-fulness—*e.g.*, 'The peculiar force of the alliteration should be noticed'; or, '*mountain lea*, an upland meadow'; or, '*as I live by bread*, common phrase, simply meaning, as I am alive.'

Her edition is not to be recommended.

Tennyson's Enid (1859). Edited by C. B. WHEELER, M.A. Pp viii+56. Price 1s. 6d.

This book belongs to the same series, but it is, on the whole, much more satisfactory. The footnote on p. iii indicates the different points of view taken by the two editors. Mr. Wheeler says: 'This, like most introductions, should be read after the poem, not before.' We entirely agree, and that being so, suggest that the introduction in future be printed as an appendix. As the editor himself quotes later on, 'the play's the thing,'—which is what we wish to emphasize. Even in an appendix it would be better to omit the second paragraph on p. v. There is no point in telling schoolboys and girls that 'The young are always downright: they detest half-tones. If a man is not "good" he must be "bad," and the worse he is the more they enjoy him. It is only when they have grown up that they will cease to look on King Arthur as . . . the ideal man; when they have had further experience of life they may even go so far as to consider him a saintly prig, with a terrible love for improving the occasion.'

The Notes are often helpful, but the explanations do not make it clear for what age pupils the book is intended. The boy who does not know the meaning of '*broken fortunes*' or '*to win one's spurs*' will scarcely understand the note on ll. 1638-39, or, indeed, the poem itself.

A very slight knowledge of philology should have prevented the loose statement that *seneschal* is 'a Gothic word which we got through the French,' or that '*fain*' is a Saxon word.' Even could we assume these derivations to be correct, there would be no point in introducing them and their like into a junior school-book which is intended to help towards enjoyment of Tennyson's *Enid*.

Balzac: Le Médecin de Campagne. Edited, with Notes and Introduction, by De V. PAYEN-PAYNE. Cambridge University Press, 1908. Extra foolscap, 8vo. Pp. xx+310. Price 3s.

'In writing the introduction to this edition of Balzac's *Médecin de Campagne*, I have gathered my facts mainly from three writers—Ferdinand Brunetière, André le Breton, and Marcel Barrière. I have also consulted the monumental compilations of Spoelberch de Lovenjoul and Christophe et Cerfberr. Certain details have been added from Émile Faguet, Sainte-Beuve, Taine, Surville, George Sand, Théophile Gautier, and Werdet. . . . Among English critics I have borrowed something from Henry James, Leslie Stephen, W. E. Henley, and Arthur Symons.'

This extract from the author's Preface shows the thoroughness with which he has approached his task, the result being a very useful, if not especially original, introduction.

There are 240 pp. of text and 66 of notes. The notes (in English) contain a good deal of interesting geographical and historical information, and will doubtless prove useful to the master who lives remote from atlases and libraries. On the other hand, 'Que dominent. . . . Beware of mistaking the accusative que for the nominative qui,' will probably appeal to the boy who likes to acquire (?) a foreign tongue without the trouble of thinking.

A third type of note—'*la fonte*, the noun derived from the verb *fondre*=to melt, derived from the Latin *fundare;* distinguish from *fondre*=to found, derived from the Latin *fundere*'—is likely to be palatable to neither, but seems to have been inserted to maintain the good old traditions that are associated with University Press annotations.

The note on *Viatique*, p. 250, should be corrected in a subsequent edition.

Graduated French Composition. By HENRI BUÉ. Hachette. Price 10d.

This book is divided into four parts. Parts I. and II. belong to Section I., and are intended to teach composition by means of translation and retranslation. Parts III. and IV., composing Section II., consist of some twenty passages from English authors and newspapers for translation into French.

A comparison between the acquirements necessary in a pupil attacking Part I. and those of a pupil attacking Part II. presupposes incredibly rapid progress—until one looks at the notes supplied. The following may be given as fair samples from Part III.:

'The boat approached the side of the younger fish. "Approached the side"= itself approached of the side. "As I stood by her side"= while I me held at side of her.'

The book is supplied with grammar rules in English, and an English-French vocabulary.

It seems almost wrong to find in a book labelled 'For beginners and elementary classes' such a passage as: 'In the kitchen, Sally was extremely busy—saucepans and frying-pans were standing in rows on the gigantic hearth, the huge stock-pot stood in a corner, and the jack turned with slow deliberation, and presented alternately to the glow every side of a noble sirloin of beef,' etc. No class answering to this description could produce a genuine version of this passage without such assistance as would mean, not teaching, but cramming.

Préface du 'Cromwell' de Victor Hugo. Edited by EDMOND WAHL. Pp. lvi+139 (text pp. 62, notes pp. 77). Oxford: Clarendon Press, 1909. Price 2s. 6d. net.

Chatterton. By ALFRED DE VIGNY. Edited by E. LAUVRIÈRE. Pp. xciii+133 (text pp. 94, notes pp. 39). Oxford: Clarendon Press, 1908. Price 3s. net.

Chansons Choisies de Béranger. Edited by J. E. MANSION. Pp. liii+264 (text pp. 151, notes and bibliography pp. 113). Oxford: Clarendon Press, 1908. Price 3s. 6d. net.

We can never have enough of the excellent introductions written in French by distinguished French scholars which are so often a characteristic of Delbos's Higher French Series. The author's portrait is another of the useful features of these books. The notes (in English) are scholarly, and, considering their frequently high literary character, and the difficulty of the text they illustrate or elucidate, not of undue length. Of the three new volumes of the series, the Béranger contains useful notes on the evolution of *la chanson politique* and the relation of Béranger to the Vaudeville; the introduction to the Victor Hugo volume is, naturally, mostly occupied with Romanticism and the relation of the Préface to it; the value of the Préface, its defects, its style; while M. Lauvrière gives us a thoughtful study of the life and work of De Vigny.

Le Douanier de Mer. BERTHET. Edited by R. J. E. BUÉ. Pp. xii+256 (text pp. 242). Oxford: Clarendon Press, 1908. Price 2s. 6d.

La Petite Fadette. SAND. Edited by MADELEINE DELBOS. Pp. xxviii+186 (text pp. 155). Oxford: Clarendon Press, 1908. Price 2s. 6d.

César Birotteau. BALZAC. Edited by WILHELMINE DELP. Pp. xxiv+253 (text pp. 209). Oxford: Clarendon Press, 1909. Price 2s. 6d.

Pavie et le Sac de Rome. SISMONDI. Edited by A. WILSON-GREEN. Pp. xii+138 (text 105). Oxford: Clarendon Press, 1909. Price 2s.

Welcome additions to M. Léon Delbos's excellent Oxford Modern French Series. Miss Delp's preliminary essay forms as good an introduction to Balzac for the

schoolboy or schoolgirl as could be desired. The other introductions are not up to her level—perhaps the editors hardly had her opportunity—yet to class 'a bloodless duel' among the amenities of life suggests the need of more careful revision; and, again, the introduction to the George Sand would gain by compression. The notes are wisely kept within bounds, and the subject-matter of all four volumes should make them acceptable to a Sixth Form library.

FROM HERE AND THERE.

The MODERN LANGUAGE REVIEW, of which we are justly proud, has demanded of its excellent editor, Professor J. C. Robertson, an amount of work which has proved almost overwhelming. We hear with pleasure that it has been arranged that two additional editors shall be associated with him, to take special charge of the departments of English and the Romance languages respectively. Mr. G. C. Macaulay, Lecturer in English in the University of Cambridge, and Mr. H. Oelsner, Taylorian Professor of the Romance Languages in the University of Oxford, have undertaken these duties; while Professor J. G. Robertson will still hold the position of general editor, and will devote himself more especially to the department of German. The first number of vol. v will be published in January, 1910, instead of October, 1909.

The MODERN LANGUAGE REVIEW has entailed sacrifices on the part of many scholars and teachers, and it is only right that it should receive hearty support. It is gradually extending its sphere of influence and gaining for itself a wide reputation. Professor Robertson has our warm congratulations for what has been achieved and our best wishes for the future success of the REVIEW.

ABERYSTWYTH UNIVERSITY COLLEGE.—M. J. L. André Barbier, L.-ès-L., Lecturer in French, Manchester University, has been appointed Professor of French Language and Literature.

BRISTOL UNIVERSITY. — Mr. M. A. Gerothwohl, Ph.D., D.Litt., Professor of Romance Languages in Dublin University, has been appointed Lecturer in French.

CAMBRIDGE UNIVERSITY.—At a Congregation held on October 28, 1909, the Vice-Chancellor read the following letter of thanks to Messrs. J. Henry Schröder and Company:

'The magnificent gift of £20,000 which you have offered for the endowment of a Professorship of German in the University of Cambridge is accepted by the University with profound satisfaction and with most sincere gratitude. The University is no less sensible of the manner of the gift, entirely free from all restricting conditions, than of its magnitude.

'The establishment of this Professorship will, it is hoped, be the beginning of a new development of the study of Modern Languages in the University. Nearly two hundred years ago the first of our Hanoverian line of Kings endeavoured to create a school of Modern Languages at Cambridge. He founded a Professorship with that intent, and appointed twenty scholars, each of whom was to learn two foreign languages at least. But the scholarships were not continued. The usefulness of the Professorship for its original purpose was impaired by the subject of Modern History being added to that of Languages. The Professorship in course of time became a Professorship of Modern History only. The wise design of the King came to nothing. Not until quite recent times has any attempt been made to repair the loss. Two University Lectureships, in German and in French, were established, which, in 1899, were raised to Readerships in Germanic and

Romance, out of the limited resources of the University itself. A Lectureship in Russian has been established for a specified number of years by the generosity of one of the City Companies, augmented by that of a private benefactor. A small subsidy for the teaching of Spanish has lately been provided. There is no provision for the teaching of any other modern European language, except our own, in the University as distinct from the Colleges, and the provision for the teaching of English is wholly inadequate. Your benefaction opens the way to better things. Not only does it provide for the highest scientific instruction in the noble language and literature of Germany, but it gives fresh hope of the formation of such a School as King George I. had in view. This nation, as King George observed, is bound to foreign nations by many political and commercial ties; and practice and ease both in writing and in speaking foreign languages are, as he said, urgently demanded, if men are to be qualified for employments of an international character. It was to the Universities that he looked for men who should receive such employments. Our hope is that your splendid benefaction may aid in binding closer the political and commercial ties—we would add the social, scientific, and religious ties also—which exist between our own country and Germany. We trust that the result will be such as to reward your munificence.'

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CAMBRIDGE UNIVERSITY.—The Vice-Chancellor has received a letter from Mr. Henry F. Tiarks, a partner in the firm of Messrs. J. Henry Schröder and Co. in which he places at the disposal of the University the sum of £5,000 for the endowment of one or more Scholarships for the encouragement of the study of German in the University. Desiring to perpetuate the memory of his father, the author of well-known textbooks on the German language, he wishes the Scholarships, if founded, to be known as the 'Tiarks German Scholarships.'

CORK UNIVERSITY.—Miss Mary Ryan, M.A., ex-J.F.R.U.I., has been appointed Lecturer in German.

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LONDON UNIVERSITY, BEDFORD COLLEGE.—Mlle M. Orliac, B.-ès-L., Head French Lecturer at Morley College, has been appointed Assistant in the French Department.

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MANCHESTER UNIVERSITY.—Mr. B. M. N. Perkins, B.A., of Gonville and Caius College, Cambridge, has been appointed Senior Assistant Lecturer in French Language and Literature.

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READING UNIVERSITY COLLEGE.—The Rev. L. T. Couturier, Licencié-ès-Lettres, has been appointed Lecturer in French, to assist Professor Salmon.

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The Churton Collins Memorial Fund is to be devoted to establishing prizes for literature in connexion with the extension work of Oxford, Cambridge, and London Universities, Birmingham University being left to its own choice of disposal of its share; and to placing a portrait of the late Professor in the Bodleian Library, and a brass tablet in Balliol College Chapel or in Oulton Church. Complete sets of the Professor's works will also be distributed to certain University and other libraries.

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An anonymous donor has given £6,000 towards the purchase of the Scots College, Paris, by the Franco-Scottish Society.

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A provisional agreement has been entered into by Mr. Ernest Mayer and Mr. Max Reinhardt, director of the famous Deutsches Theater in Berlin, for a brief season of German plays in London, extending from the middle to the end of next April.

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Mademoiselle J. Chambre, Professeur à l'École Supérieure de Fougères (Ille-et-Vilaine), writes: 'Pourriez-vous m'indiquer une personne cultivée qui aimerait échanger, après lecture, le journal français *Le Temps* pour le *Morning Post*. Je pourrais

envoyer *Le Temps* le lendemain du jour où il paraît, et il me serait égal de lire le *Morning Post* en retard.' One of our readers may welcome this opportunity.

* * *

There is a vacancy for a French master in the Middle and Upper Forms of the Whitgift Grammar School, Croydon. The teacher must be a keen adherent of the reform method and possess a knowledge of phonetics. Salaries at this school usually begin at £180, and rise in the first instance to £240; there is a pension scheme.

GOOD ARTICLES.

JOURNAL OF EDUCATION, October, 1909: An 'English Room' (A. E. Roberts); Young America (G. G. Findlay). November, 1909: The Essential Elements of a Complete School System (James Drever).

SCHOOL WORLD, October, 1909: The Study of the Mother Tongue (Elizabeth Lee); 'Richard II.,' a Ramble in London (Ernest Young). November, 1909: The True Object of Higher Education (H. A. Miers); The School Lecturer (Edith A. Browne); The Most Popular English Works studied in Schools (G. R. Mitchell); Continuation Schools; The Education of the Adolescent (J. H. T. Underdown).

EDUCATIONAL TIMES, November, 1909: The Relations between Heads of Schools and Parents.

THE A. M. A., October, 1909: The Curriculum: First Steps in French, I. (L. von Glehn); The Position of the Assistant Master in Prussia (H. F. Beeton).

LES LANGUES MODERNES, October, 1909: Detlev von Liliencron (G. Raphael); La Leçon en Cinquième (G. B. Pradel).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, August, 1909: L'Enseignement des Langues vivantes dans les Collèges (E. C.).

DIE NEUEREN SPRACHEN, October, 1909: English Boys' Fiction (H. Smith).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. R. H. Allpress, City of London School, Victoria Embankment, London, E.C.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: F. B. KIRKMAN, Norton Way N., Letchworth.

Residence with German Families: The Hon. Secretary.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME V. No. 8 DECEMBER, 1909

INTERIM REPORT OF THE JOINT COMMITTEE ON GRAMMATICAL TERMINOLOGY.

INTRODUCTION.

A PROPOSAL for the simplification and unification of the terminologies and classifications employed in the grammars of different languages was mooted at the Birmingham meeting of the Classical Association on October 10, 1908;* and in December of the same year the Council took steps to invite other associations to join in the movement. Early in 1909 a joint committee was constituted, consisting of representatives elected by eight associations: The Classical Association, the Modern Language Association, the English Association, the Incorporated Association of Headmasters, the Association of Headmistresses, the Incorporated Association of Assistant Masters in Secondary Schools, the Incorporated Association of Assistant Mistresses in Public Secondary Schools, the Association of Preparatory Schools. To the twenty-one members of the Committee thus appointed two members were added by co-optation: Dr. Henry Bradley and Miss Edith Hastings. Two honorary correspondents have also been appointed: Professor F. Brunot, of the Sorbonne, and Geheimer Oberregierungsrat Dr. Karl Reinhardt, of the Berlin Education Office.

The movement seems to have been well timed. The Committee has received unmistakable evidence that there exists at the present day among many teachers a feeling that a reform of the kind it seeks is needed. The principle at stake has been approved by a large number of individual correspondents and by the leading educational journals. Attention has been called to the unnecessary perplexities and difficulties which at present confront pupils

* See Proceedings of the Classical Association for 1908, p. 83; and addresses on 'The Teaching of Languages,' delivered to the North of England Educational Conference (January 8, 1909), and on 'Simplification and Uniformity in Grammatical Terminology,' delivered at the annual meeting of the Incorporated Association of Headmasters (January 13, 1909) by Professor Sonnenschein.

who have to study several different languages *pari passu*, and to the fact that the teacher of one language frequently undoes the work accomplished in another class-room.

Moreover, the Committee has learnt with interest of the existence of a movement for the reform of grammatical terminology in France. A report of the French Commission, signed by Professor Brunot and M. Maquet, has recently been submitted to the Ministry* ; it deals with the terminology of French grammar only.

In America, too, a need for the simplification of grammatical terminology seems to be felt.† The Classical Association of New England has adopted the following resolution, and communicated it officially to the Joint Committee : 'That the Executive Committee be instructed to signify to the Joint Committee on Grammatical Terminology recently formed in England the interest of this Association in their work ; and to request that the grammars used in America be taken into account, to the end that the results of their deliberations may be available in this country.' Communications have also been received from Continental scholars, suggesting an international congress on the subject ; and the Committee hopes that, when the time is ripe and the ground has been prepared in the several countries concerned, an international congress may be arranged. At the same time, the Committee is of opinion that such a conference should be preceded by full discussion in each of the countries separately, and that in each country the mother-tongue should form the basis of the grammatical scheme to be constructed. It recognizes that a scheme which is best for English-speaking pupils is not necessarily best for pupils speaking a different mother-tongue.

At a preliminary meeting of the Joint Committee, held in London on February 27, it was resolved to make the project known as widely as possible, and to invite the co-operation of the general body of teachers of languages in this country. A circular letter was therefore issued on March 8 to all the members of the eight associations represented on the Committee. This circular stated the object of the Committee to be 'to consider the terminology used in teaching the languages, ancient and modern, including English, commonly studied in English schools, in the hope of framing some simplified and consistent scheme of grammatical nomenclature, tending in the direction of uniformity for all the languages concerned. It seemed well to ascertain at the outset what points of current terminology were found, in actual practice, to be causing error, confusion, or other difficulty in the minds of English pupils of any age. Teachers were therefore asked to furnish information as to what terms used in modern text-books they had found unserviceable, or less serviceable than others used to denote the same thing. In reply to this inquiry over a hundred answers, some of them very full, were received, and the Committee has found them of great service, especially in determining on which points reform is most urgently and most generally desired.

At the first meeting of the Committee Professor Sonnenschein was elected Chairman ; Professor Conway, Hon. Secretary ; Professor Rippmann was subsequently appointed Hon. Treasurer ; and Mr. Milner Barry, Hon. Secretary of the Inquiries Sub-Committee.

The outstanding result of the Committee's deliberations has been to confirm its belief in the possibility and the desirability of the reform contemplated. It was found that, although differences of

* This report has been printed in *Le Volume* of March 13, 1909 ; also in *La Revue Universitaire* of April 15, 1909, and in other places.

† 'Surely nowhere under heaven can there be a land in which there is greater confusion in grammatical terminology or greater failure on the part of boys and girls to master the grammar of any single language, even their own.' — Professor John C. Kirtland, in the *Classical Weekly* (New York), May 22, 1909.

opinion manifested themselves on particular points of grammatical doctrine, there was on the whole a large amount of agreement on fundamental matters; nor did any cleavage arise between teachers of ancient languages on the one hand, and teachers of modern languages on the other. Most of the resolutions of the Committee have been reached either unanimously or by substantial majorities.

During the sittings of the present year the Committee has been unable to cover the whole ground of inquiry. The present interim report contains the conclusions of the Committee upon certain matters of fundamental importance; and it is intended to devote future sittings, first, to a consideration of any amendments or suggestions which may be received from any of the associations represented on the Committee, and, secondly, to matters not dealt with in the present report.

With a view to facilitating the use of the terminology herein proposed, the Committee has thought it well to suggest, in the case of each of the English terms recommended, a corresponding German and French term for the use of teachers in this country who employ these languages in their grammatical teaching. It is hoped that these foreign terms will be found acceptable. But the suggestions are only tentative, and the Committee thinks it probable that in some cases they may be improved by criticism on the part of the associations represented. It will, of course, be understood that the Committee does not suggest these terms as being necessarily also suitable for use in Germany and France.

Recommendations.

The following are the recommendations at which the Committee has up to the present arrived, accompanied, where necessary, by examples, and in some cases by brief comments, intended to explain the import of the recommendations. The corresponding German and French terms are given after each of the recommendations.

I. That the first stage of analysis of a sentence be a division into two parts, to be called the *Subject* and the *Predicate*, the *Subject* being the group of words or single word which denotes the person or thing of which the Predicate is said, and the *Predicate* being all that is said of the person or thing denoted by the Subject.

Subject	*Subjekt*	*Sujet*
Predicate	*Prädikat*	*Prédicat*

In the following examples the Predicate is distinguished from the Subject by the type:

The merciful man *is merciful to his beast.*

The man that hath no music in his soul *is fit for treasons, stratagems, and spoils.*

Consent thou *not.*

Long live the King!

How sweet the moonlight *sleeps upon this bank!*

Hätte ich *es doch nicht gesagt!*

Causa fuit pater *his* (Horace, Sat. I., 6, 71).

Cinq étrangers sur dix *savent notre langue.*
Τίς ἀγορεύειν βούλεται.

NOTE 1.—Where the Subject, consisting of a group of words, needs to be distinguished from the Noun or Noun-equivalent around which the other words are grouped, the former may be described as the *Complete Subject*, and the latter as the *Bare Subject.*

NOTE 2.—In the usual sentence the Subject and the Predicate are fully expressed, but there are instances in which either the one or the other is only implied, wholly or in part.

Examples:
Come [you] *here.*
[I] *Thank you.*
What a beautiful night [it is]!
Who saw him die? *I* [saw him die], said the fly.
[I wish you] *Good morning.*
Diesen Kuss [gebe ich] *der ganzen Welt.*
Nugas [agis].
[Je vous demande] *mille pardons.*
Ἀ ἰ δ ώ ς [ἔστω σοι or ὑμῖν].—Μ ο ρ μ ώ· δάκνει ἵππος.

II. That the part of the Predicate which, taken in connection with the Verb, indicates what the person or thing denoted by the subject is, or becomes, or is named, or seems, be called the *Predicative Adjective, Noun* or *Pronoun.*

Predicative *Prädikativ* *Prédicatif*

Examples:
Thou art the *man.*—Are you not *he?*
Be *quiet.*—He looked *healthy.*—I will live a *bachelor.*
Der Himmel wurde *grau.*
Haec insula vocatur *Mona.*—*Nudus* ara, sere *nudus.*
Vous êtes *studieuses*, mesdemoiselles.—C'est *moi.*
Πολλῶν ὁ καιρὸς γίγνεται διδάσκαλος.—Ἆρ' οὗτος ἔστ' ἐκεῖνος; —Χαλεπὰ τὰ καλά.—Φαίνεται προδοὺς τὴν πόλιν.—Ὁ ποταμὸς ῥεῖ μέγας—Πρῶτος προσβάλλει.

III. That the same terms be employed to denote the Adjective or Noun similarly used in relation to the Object or to any other part of the sentence.

Examples:
It made me *happy.*—Home they brought her warrior *dead.*
Man heisst den Löwen den *König* der Tiere.
Hanc insulam *Monam* vocant.—Caesar Helvetios *primos* debellavit.—*Soli* hoc contingit sapienti.
On l'a élu *roi.*
Νόμιζ' ἀδελφοὺς τοὺς ἀληθινοὺς φίλους.—Ἔλαβε τοῦτο δῶρον.

IV. That the term *attributive* be used to distinguish Adjectives and Nouns which qualify a Noun from Adjectives and Nouns which are predicative.

Attributive *Attributiv* *Attributif*

NOTE.—The term 'Apposition' is here discarded as unnecessary.

Examples:

the *almighty* dollar
der *fliegende* Holländer
populus *Romanus*
la Rome *moderne*
ἄνδρες Ἀθηναῖοι
} (Attributive Adjectives)

Francis Bacon, *Lord Chancellor* of England
Zu Dionys, dem *Tyrannen*, schlich Möros
regina pecunia—urbs *Roma*
Louis le *roi*
ἄνδρες δικασταί
} (Attributive Nouns)

V. That the term *Object* be used to denote the Noun or Noun-equivalent governed by a verb.

Object *Objekt* *Objet*

Examples:

I have finished *my course.*
Sie hat *einen andern* erwählt.
Longum iter confeci.
Je *les* connais.
Ἔλεγον τάδε.
He asked *me* many *questions.*
Er lehrte *mich* die deutsche *Sprache.*
Illud te rogo.
Βασιλεὺς ὑμᾶς τὰ ὅπλα ἀπαιτεῖ.
} (Two Objects)

VI. That the term *Adverbial Qualification* be used to denote the adverbial part of the Predicate, that is the part which qualifies the Verb, being neither an Object nor a Predicative Noun, Adjective, or Pronoun.

Adverbial Qualification *Adverbiale Bestimmung* *Qualification Adverbiale*

Examples:

Merrily, merrily shall I live *now*
Under the blossom that hangs on the bough.
So all day long the noise of battle rolled.
I sent a letter *to London.*—I sent a letter *to my friend.*

So muss der Freund *mir* erbleichen.
Romae habitat.
Il demeure *à Rome.*
Ἀθήνησιν (or ἐν Ἀθήναις) οἰκεῖ.

VII. That as no special name is needed in analysis to describe the particular kind of Adverbial Qualification often called the Indirect Object, this term be discarded.

Example :
Amico meo epistulam misi. (Compare VI.)

VIII. (*a*) That all Sentences be divided into two classes, the first to be called *Simple*, the second *Complex.*

Sentence	*Satz*	*Phrase*
Simple Sentence	*Einfacher Satz*	*Phrase Simple* (*Proposition Simple* is sometimes used)
Complex Sentence	*Zusammengesetzter Satz*	*Phrase Complexe*

(*b*) That a Simple Sentence be defined as one which contains *no Subordinate Clause.* (See X. below.)

Subordinate	*Untergeordnet*	*Subordonné*
as opposed to		
Co-ordinate	*Beigeordnet*	*Co-ordonné*

Examples :
The quality of mercy is not strained.
Wer reitet so spät durch Nacht und Wind?
Dic, M. Tulli.
La haine est la colère des faibles.
Πάντα ῥεῖ.
} (Simple Sentences)

(*c*) That a Complex Sentence be defined as one which contains *one or more Subordinate Clauses.*

Examples :
He jests at scars *that never felt a wound.*
Wer nie sein Brot mit Tränen ass . . .
Der kennt euch nicht, ihr himmlischen Mächte.
Dic mihi *quid feceris.*
Quand il reviendra, je le lui dirai.
Ἐὰν τοῦτο πράξῃ, κολασθήσεται.
} (Complex Sentences)

IX. That the terms *Double*, *Treble*, or *Multiple* be used in the description of a Sentence or any part of a Sentence which consists of two or more co-ordinate parts.

Double	*Doppelt*	*Double*
Double Sentence	*Doppelsatz*	*Phrase Double*
Double Subject	*Doppeltes Subjekt*	*Sujet Double*
etc., etc., etc.		
Treble	*Dreifach*	*Triple*
Multiple	*Vielfach*	*Multiple*

The adoption of this recommendation renders unnecessary the term 'Compound Sentence,' which is sometimes used to denote a third class of sentence (in addition to the Simple Sentence and the Complex Sentence), and which is also ambiguous, being often used to denote what is called a Complex Sentence above VIII. (*a*).

Examples :

God made the country and man made the town.
The tale is long, nor have I heard it out. } (Double Sentence)

Wellington and Napoleon were great generals.
The buyer and the seller came to an understanding.
Der Kaiser und sein Feldherr entzweiten sich.
Ἡδονὴ καὶ λύπη ἐν τῇ πόλει βασιλεύσετον. } (Double Subject)

Conticuere omnes *intentique ora tenebant.* (Double Predicate)

Après quoi, Jean { *entra dans la maison,* / *se débarrassa de son sabre,* / *remplaça son képi par un vieux chapeau,* / *et s'en alla retrouver le curé.* } (Multiple Predicate)

Il *reprit et continua* sa vie d'autrefois. (Double Verb)

Lifeless but beautiful he lay.
Golden und rosig wehen
Die Wolken drüber her. } (Double Predicative Adjective)

That *good and great* man died a beggar. (Double Attribute)

Die Rose, die Lilie, die Taube, die Sonne,
Die liebt' ich einst alle in Liebeswonne. } (Multiple Object)

Of one who loved *not wisely but too well.* (Double Adverbial Qualification)

X. That a part of a Sentence equivalent to a Noun, Adjective or Adverb, and having a Subject and a Predicate of its own, be called a *Noun, Adjective* or *Adverb Clause;* and that that part of a Complex Sentence which is not subordinate be called the *Main Clause.*

Subordinate Clause	*Nebensatz*	*Proposition Subordonnée*
Main Clause	*Hauptsatz*	*Proposition Principale*

Examples:

I wandered lonely as a cloud
That floats on high o'er distant hills. (Adjective Clause)

Ehrt den König seine Würde, (Adverb Clause)
Ehret uns der Hände Fleiss.

That you have wronged me doth appear in this.
The proposal *that he should be appointed* was dropped.
Tell me, *where is fancy bred?*
Tu ne quæsieris (scire nefas), *quem mihi, quem tibi, finem di dederint.*
Hac re homines bestiis præstant *quod loqui possunt.*
Je crois *qu'il vient.*
Τῷ *φθόνῳ τοῦτο μόνον ἀγαθὸν πρόσεστι, ὅτι μέγιστον κακὸν τοῖς ἔχουσίν ἐστιν.*
} (Noun Clauses)

NOTE.—The subdivision of Subordinate Clauses above indicated (into Noun Clauses, Adjective Clauses, Adverb Clauses) has not yet received the full consideration of the Committee.

XI. That a part of a Sentence equivalent to a Noun, Adjective, or Adverb, but not having a Subject and a Predicate of its own, be called a *Noun Adjective* or *Adverb Phrase* (or some similar term).

Phrase *Ausdruck* *Locution*

NOTE.—If the term *Phrase* is thought objectionable in English, owing to the use of the French term *Phrase* in an entirely different sense (='sentence'), the Committee suggests as a substitute in English the term *Expression* (*e.g.*, *Adverbial Expression*, *Adjectival Expression* for *Adverb Phrase*, *Adjective Phrase*); if this is not thought satisfactory, the Committee will be glad to receive other suggestions.

Examples:

I stood *on the bridge at midnight.* (Adverb Phrases)
The clock *on the bridge* struck the hour. (Adjective Phrase)
Unglücklicherweise kann ich nicht da sein. (Adverb Phrase)
Ein Jüngling *von edlem Gefühle.* (Adjective Phrase)
Decem milia passuum profecti sunt. (Adverb Phrase)
Tanta *in tanto viro* vitia referre pudet. (Adjective Phrase)
Un bateau *à vapeur.* (Adjective Phrase)
Οἱ *στρατιῶται οἱ ἐν τῇ πόλει.* (Adjective Phrase)
Ἆρα *μέμνησθε τῶν πάλαι;* (Noun Phrase)

XII. That the term *Noun* (not 'Substantive') be used as the name of a part of speech.

XIII. That the following parts of speech be recognized: *Noun Pronoun, Adjective, Verb, Adverb, Conjunction, Preposition.*

Noun	*Nomen*	*Nom*
Pronoun	*Pronomen*	*Pronom*
Adjective	*Adjektiv*	*Adjectif*
Verb	*Verb*	*Verbe*
Adverb	*Adverb*	*Adverbe*
Conjunction	*Konjunktion*	*Conjonction*
Preposition	*Präposition*	*Préposition*

NOTE.—The terms *Article* and *Numeral* should be used to designate, not separate parts of speech, but subdivisions of other parts of speech.

Article	*Artikel*	*Article*
Definite	*Bestimmt*	*Défini*
Indefinite	*Unbestimmt*	*Indéfini*
Numeral	*Numeral* (Plural, *Numerale;* or *Zahlwort.*)	*Nombre* *Numéral* (adj.)

XIV. (*a*) That the words 'my,' 'thy,' 'her,' 'its,' 'our,' 'your,' 'their,' and 'his' (in the corresponding use, *e.g.*, 'his father'); 'mein,' 'dein,' 'sein,' 'ihr,' 'unser,' 'euer,' 'Ihr'; 'meus,' 'tuus,' 'suus,' 'noster,' 'vester'; 'mon,' 'ton,' 'son,' 'notre,' 'votre,' 'leur'; ἐμός, σός, ἡμέτερος, ὑμέτερος, be called *Possessive Adjectives.*

(*b*) That in their ordinary use English 'hers,' 'ours,' 'yours,' 'theirs,' and in the corresponding use 'mine,' 'thine,' 'his' (*e.g.*, 'This is *his*'; '*His* is better than *hers*'); French, 'le mien'; German, 'der meinige,' etc., be called *Possessive Pronouns.*

Possessive *Possessiv* *Possessif*

XV. That English 'this' and 'that' in their attributive use be called *Demonstrative Adjectives,* but in their non-attributive use be called *Demonstrative Pronouns.*

Demonstrative *Demonstrativ* *Démonstratif*

XVI. That the words 'ipse,' 'selbst,' 'myself' (in the sense of 'ipse'), 'moi-même,' etc., αὐτός, be called *Emphasizing Adjectives* or *Pronouns.*

Emphasizing *Emphatisch* or *Betonend* *Emphatique*

XVII. That the names 'Objective,' 'Possessive,' and 'Nominative of Address' in English grammar be discarded, and that, so far as possible, the Latin names of the Cases be used.

Thus:

Instead of 'Subjective,' the term *Nominative* should be used.

Instead of 'Nominative of Address,' the term *Vocative* should be used.

Instead of 'Objective,' the two terms *Accusative* and *Dative* should be used.

Instead of 'Possessive,' the term *Genitive* should be used.

Examples:

I am; *thou* art; *he* is, etc. (Nominative)
Where art thou, *beam* of light?
Good-day, *sir*. } (Vocative)
Who saw *him* die? (Accusative)
I saw Mark Antony offer *him* a crown. (Dative)
Cæsar's trophies.
Cæsar's images.
Cæsar's murderers. } (Genitive)
A *stone's* throw.
Tempe's classic vale.

NOTE.—The term *Case* is necessary even for English Grammar by itself, in view of the surviving inflexions, especially in pronouns, and also because it is desirable for the learner to recognize the likeness of English, so far as it extends, to more highly inflected languages.

From this point of view the following statement may be made in regard to the Cases in English:

English, like German, has five Cases—viz., Nominative, Vocative, Accusative, Genitive, and Dative. In modern English some of the distinctions of form which originally existed have fallen away, but the differences of meaning are of great importance, as may be seen, for instance, in the double use of 'him'—*e.g.*, 'I brought *him* here' (Accusative); 'I brought *him* a present' (Dative). Moreover, the distinction between the Accusative and the Dative of Nouns in sentences which have both Cases is marked by the normal order of words (Dative before Accusative)—*e.g.*, 'I gave my son a present'; 'It saved my father much trouble.' See H. Sweet, *New English Grammar*, part ii., §§ 1823, 1990; C. T. Onions, *Advanced English Syntax*, § 103.

XVIII. That the same names of Cases be used also in French (*cf.* XXI.).

Case	*Kasus*	*Cas*
Nominative	*Nominativ*	*Nominatif*
Vocative	*Vocativ*	*Vocatif*
Accusative	*Akkusativ*	*Accusatif*
Genitive	*Genetiv*	*Génitif*
Dative	*Dativ*	*Datif*

Examples:

Nom. *Je* l'ai dit.—*Ich* habe es gesagt.

Voc. Vous avez tort, *mon ami*.—Sieh, *Herr*, den Ring.

Acc. Il *me* vit.—Er sah *mich.*

Gen. J'*en* ai quatre.—La maison *dont* j'ai la clef.—Der Schlüssel *des Hauses.*

Dat. Il *me* dit cela.—Er sagte es *mir.*

XIX. That in French and English the Case used after Prepositions be called the Accusative.

NOTE.—In French this recommendation can be justified, not only by obvious convenience, but also historically, since in Vulgar Latin, both on inscriptions and in late writers, we find the Accusative replacing the Ablative after Prepositions (*Saturninus cum suos discentes,* at Pompeii even—*i.e.*, before A.D. 79; see Meyer-Lübke, *Grammaire Comparée des Langues Romanes*, vol. ii., p. 29); and similarly in Byzantine Greek (from A.D. 600) and in vernacular modern Greek all Prepositions take the Accusative as their ordinary construction.

XX. That in Latin the names used for the Cases be as follows: *Nominative, Vocative, Accusative, Genitive, Dative, Ablative;* and that the term *Locative* be used to describe forms like 'humi,' 'ruri,' 'Romæ.'

NOTE 1.—The retention of the traditional names of the Cases in Greek and Latin to denote the particular categories of form is not inconsistent with the treatment of Cases like the Latin Ablative and the Greek Genitive as 'syncretic' Cases (the Greek Genitive having absorbed the functions of the original Ablative, the Latin Ablative those of the original Instrumental and Sociative, and largely also those of the Locative).

Examples:

'Ο *θάνατος ἐλευθεροῖ τὴν ψυχὴν τοῦ σώματος.* (Genitive for original Ablative)

Securi percussus est. (Ablative for original Instrumental)

Eo onno interfectus est. (Ablative for original Locative)

NOTE 2. The term *Instrumental* may be used, if it be found desirable, to describe the survival of this case in English in the form 'the' ('the more the merrier'), and similarly to describe the German 'desto.'

XXI. That in German the traditional names of the Cases be retained in preference to the new terms 'Wer-Fall,' 'Wen-Fall,' 'Wes-Fall' (or 'Wessen-Fall'), 'Wem-Fall.' (For examples, see XVIII.)

XXII. That the order of the Cases (where found) be as follows:

Nominative
Vocative
Accusative
Genitive
Dative
Ablative

XXIII. That in the nomenclature of French Personal Pronouns the terms *Heavy* and *Light* are preferable to the terms 'Disjunctive' and 'Emphatic,' 'Conjunctive' and 'Unemphatic' respectively.

Personal Pronoun	*Personalpronomen*	*Pronom personnel*
Heavy	*Schwer*	*Lourd*
Light	*Leicht*	*Léger*

The terms *strong* and *weak* are undesirable because of their frequent use in totally different meanings; in the conjugation of verbs English 'took,' German 'schrieb,' Greek ἔλαβον are often called strong tenses; and in German the adjective 'gutes' in 'gutes Tier' is often said to belong to the strong declension, and 'Knabe' and 'gute' (in 'das gute Tier') to belong to the weak declension.

XXIV. That in English Grammar no Gender be recognized except in the Pronouns of the Third Person.

NOTE.—The objection to distinctions of gender in English is that they are (1) unnecessary, and (2) misleading. To call 'father' masculine, 'mother' feminine, 'table' neuter, leads to nothing in English grammar; for, as there are no inflexions of gender in adjectives in modern English, there is no rule of agreement of the adjective with its noun; and further, to use the term masculine as denoting male, feminine as denoting female, and neuter as denoting neither male nor female, is to adopt a false definition of the term gender. In Greek, Latin, French, and German there is only a partial identity between 'masculine' and 'male,' 'feminine' and 'female,' 'neuter' and 'neither male nor female'; nor is it true that the distinctions of gender in these languages are ultimately based upon distinctions of sex. For the results of modern research on this question, see Brugmann, *Grundriss der vergleichenden Grammatik*, second edition, vol. ii., part i., pp. 82-103, and the discussion of the question (in a review of the abridged edition of this book) by R. S. Conway, *Classical Review*, vol. xviii. (1904), p. 412. See also the brief statements relating to English nouns and pronouns in H. Sweet's *Primer of Historical English Grammar* (1902), § 231, and the *English Accidence* in the Parallel Grammar Series, by J. Hall and E. A. Sonnenschein (1889), §§ 49, 74.

XXV. That the following scheme of names of Tenses of the Indicative be adopted.

In this scheme account is taken not only of the relations of the tenses in the five languages to one another, but also of the needs of each language as taught separately. The verb 'write' is taken as an example (third person singular).

ENGLISH

writes	Present	*has written*	Present Perfect
will write	Future	*will have written*	Future Perfect
wrote	Past	*had written*	Past Perfect
would write	Future in the past	*would have written*	Future Perfect in the past

with special Continuous Forms of each (*is writing, will be writing, was writing, would be writing, has been writing*, etc.), which mark the action as *going on*. Verbs like 'be,' 'love,' 'know,' which denote a state as distinct from an act, have as a rule no special Continuous Forms.

The tense called Past has a double use: (1) As a Past Historic—*e.g.*, 'On his arrival he wrote to me'; (2) as a Past Continuous, marking the action as either *going on* or *habitual* in the past—*e.g.*, 'He wrote while I read,' 'The poor soul sat sighing,' 'England loved Queen Victoria,' 'Milton wrote Latin verse.'

The Future in the past and the Future Perfect in the past are seen in examples like 'I thought that he would write,' 'I thought that he would have written before this.'

German.

As English, except that German has no special Continuous Forms and no Future in the past or Future Perfect in the past (of the Indicative Mood).

schreibt	Present	*hat geschrieben*	Perfect
wird schreiben	Future	*wird geschrieben haben*	Future Perfect
schrieb	Past		
		hatte geschrieben	Past Perfect

The German Past has the same double use as the English Past: (1) As a Past Historic—*e.g.*, 'Als er ankam, schrieb er an mich'; (2) as a Past Continuous, marking the action as either *going on* or *habitual* in the past—*e.g.*, 'Das Wasser rauscht' (=rauschte), 'das Wasser schwoll, ein Fischer sass daran' (Goethe); 'Goethe schrieb Balladen.'

The German tense that corresponds to the English Present Perfect is used: (1) As a Present Perfect—*e.g.*, 'Er hat schon an mich geschrieben,' 'Ich habe geliebt und gelebet'; (2) colloquially as a Past Historic—*e.g.*, 'Nach seiner Ankunft hat er an mich geschrieben.' Hence this tense is called simply 'Perfect,' in order to distinguish it from the English 'Present Perfect.'

The forms *würde schreiben, würde geschrieben haben*, have the same functions as the Future in the past and the Future Perfect in the past of English and French, but they belong to the Subjunctive Mood.

Present	*Präsens*	*Perfect*	*Perfekt*
Future	*Futur*	*Future Perfect*	*Futur-Perfekt* (for *Futurum Exactum*)
Past	*Präteritum* (if the shortened form *Präterit* is unacceptable)	*Past Perfect*	*Präterit-Perfekt* (or, if this is unacceptable, *Plusquamperfektum*)

French.

As English, except that French has no special Continuous Forms and that the two meanings of the English Past are represented in French by two distinct tenses (the Past Continuous or Imperfect, and the Past Historic). French has also two forms of the Past Perfect. The French tense that corresponds to the English Present Perfect is called simply 'Perfect,' because it is used (like the German Perfect) not only as a Present Perfect—*e.g.*, 'Il m'a déjà écrit,' but also as a Past Historic—*e.g.*, 'Après son arrivée il m'a écrit.'

écrit	Present	*a écrit*	Perfect
écrira	Future	*aura écrit*	Future Perfect
écrivait	Past Continuous or Imperfect *	*avait écrit*	Past Perfect
écrivit	Past Historic *	*eut écrit*	2nd Past Perfect
écrirait	Future in the past	*aurait écrit*	Future Perfect in the past

Present	*Présent*	*Perfect*	*Parfait*
Future	*Futur*	*Future Perfect*	*Futur Parfait*
Past Continuous or Imperfect	*Passé Continu ou Imparfait*	*Past Perfect*	*Passé Parfait*
Past Historic	*Passé Historique*	*2nd Past Perfect*	*Second Passé Parfait*
Future in the past	*Futur dans le passé*	*Future Perfect in the past*	*Futur Parfait dans le passé*

The names 'Passé Défini' (for *écrivit*) and 'Passé Indéfini' (for *a écrit*) have been given up by the French Commission referred to above p. 226). And Professor Brunot writes as follows: 'Tant que *je chantai* et *j'ai chanté* s'appelaient l'un *passé défini*, l'autre *passé indéfini*, ni maîtres ni enfants n'avaient grande chance de comprendre, car ces mots sont si obscurs que les grammairiens du XVIII^e^, et même du XVII^e^, siècle, en faisaient souvent un usage absolument contraire à celui qui a été adopté depuis' (*L'Enseignement de la Langue Française*, Paris, 1909, p. 15).

The name *Futur dans le passé* is adopted by the French Commission and by Professor Brunot in *L'Enseignement*, etc. (p. 110).

Latin.

As French, except that Latin has no separate form with the meaning of the French Past Historic, the Latin 'Perfect' being used both as a Present Perfect—*e.g.*, 'Scripsi ut rescribas,' and as a Past Historic—*e.g.*, 'Scripsi ut rescriberes,' 'postero die ad me scripsit.'

Latin has also no Future or Future Perfect in the past of the Indicative Mood, the past prospective meaning being expressed partly by the Future Infinitive, partly by tenses of the Subjunctive Mood.

* These two tenses express the meanings of the English and the German Past (*wrote*, *schrieb*) and of the special English Continuous Form of the Past (*was writing*).

The term 'continuous' (in 'Past Continuous') is to be understood as covering both the durative and the habitual meanings of the tense.

scribit	Present	*scripsit*	Perfect
scribet	Future	*scripserit*	Future Perfect
scribebat	Past Continuous or Imperfect	*scripserat*	Past Perfect

GREEK.

Here the two meanings of the English 'Past' are expressed by distinct forms, as in French, the Greek Past Historic being called the Aorist—a name which is convenient in describing the tense-forms of the other moods and the verb-nouns and verb-adjectives formed from the same stem; moreover, the Greek Aorist often corresponds in meaning to an English Present Perfect—*i.e.*, is wider in use than the tense called Past Historic in French. It seems desirable, therefore, on several grounds to retain the traditional name for this Greek tense.

γράφει	Present	γέγραφε(ν)	Present Perfect
γράψει	Future	γεγράψεται	Future Perfect (Midd. and Pass.)
ἔγραφε(ν)	Past Continuous or Imperfect *	ἐγεγράφει(ν)	Past Perfect
ἔγραψε(ν)	Aorist *		

The following table shows the chief correspondences of the tenses of the Indicative in the four foreign languages to the tenses of English :†

English.	German.	Latin.	French.	Greek.
writes is writing	schreibt	scribit	écrit	γράφει
will write will be writing	wird schreiben	scribet	écrira	γράψει
wrote was writing	schrieb	scribebat scripsit scribebat	écrivait écrivit écrivait	ἔγραφε(ν) ἔγραψε(ν) ἔγραφε(ν)
would write would be writing	—	—	écrirait	—
has written has been writing	hat geschrieben	scripsit	a écrit	γέγραφε(ν)
will have written will have been writing	wird geschrieben haben	scripserit	aura écrit	γεγράψεται
had written had been writing	hatte geschrieben	scripserat	avait (eut) écrit	ἐγεγράφει(ν)
would have written would have been writing	—	—	aurait écrit	—

* See footnote on opposite page.

† In this table some differences of usage are ignored—*e.g.*, the use of *hat geschrieben* and *a écrit* as Past Historic tenses, and the uses of the Present tense in the four foreign languages (with an adverbial expression of time) = the English *hasbeen writing*.

NOTE.—The Joint Committee on Grammatical Terminology consists of the following:

Professor E. A. Sonnenschein, of Birmingham (Chairman).
Dr. Henry Bradley, of Oxford.
Mr. Cloudesley Brereton, of London.
Miss Haig Brown, of Oxford.
Mr. G. H. Clarke, of Acton.
Rev. W. C. Compton, of Dover.
Miss J. Dingwall, of Clapham.
Professor H. G. Fiedler, of Oxford.
Rev. Dr. J. Gow, of Westminster.
Miss E. M. Hastings, of London.
Mr. P. Shaw Jeffrey, of Colchester.
Mr. E. L. Milner-Barry, of Berkhamsted.
Mr. W. E. P. Pantin, of St. Paul's School.
Miss A. S. Paul, of Clapham.
Dr. Eleanor Purdie, of Cheltenham.
Miss F. M. Purdie, of Sydenham.
Professor Rippmann, of London.
Dr. Rouse, of Cambridge.
Mr. W. G. Rushbrooke, of St. Olave's.
Dr. F. Spencer, of London.
Mr. F. E. Thompson, of London.
Professor R. S. Conway, of Manchester (Secretary).

MODERN LANGUAGE ASSOCIATION: INTERIM REPORT OF THE SUB-COMMITTEE ON EXTERNAL SCHOOL EXAMINATIONS IN MODERN FOREIGN LANGUAGES.

I. *Preliminary Examinations.*

THESE are designed for candidates below the age of fifteen. The Sub-Committee is unanimously of opinion that, not being required for the purposes of a leaving-school certificate, they impose an unnecessary strain on young pupils, and should therefore be abolished.

II. *Junior Examinations.*

Designed for candidates from fifteen to sixteen years of age. The Sub-Committee advise that this examination should consist of the following tests, all compulsory:

(*a*) *Dictation:* which might with advantage be given by the teacher in the presence of the examiner.

(*b*) *Reading aloud:* selected from a book that has been read by the candidate. This should be a test not only of pronunciation, but of intelligent comprehension.

Pronunciation can further be tested by written questions requiring the use of phonetic symbols, but such questions should not be compulsory, alternatives being given.

(*c*) *Conversation in the foreign language:* testing both the candidate's ability to understand the foreign language and to express himself in it.

This test usually takes one of three forms:

1. Questions on general topics—*e.g.*, the weather, meals, the theatre, garden, and the like.

The Sub-Committee is strongly opposed to this form, as it gives to conversation a false value as an end, and also obscures its value as method, many schools being, in fact, content to make it a special examination subject divorced from the rest of the teaching in the language concerned.

2. Questions on a short story in the foreign language previously read by the candidate in the presence of the examiner.

The test is defective, as it supplies the candidate with his vocabulary, and makes it difficult, even for an experienced examiner, to decide always how much he knew beforehand.

3. Questions on the content and vocabulary of a book previously prepared by the candidate.

This is the form recommended by the Sub-Committee, because it ensures that the conversational exercises in the class-

room shall be based on subject-matter of educational value.

The book chosen should contain from about 25,000 to 30,000 words—*i.e.*, from 80 to 100 pages—and should be approved by the examining body. The questions should be such as to show that the candidate has an intelligent grasp of what he has read, and that his answers are not merely parrot-like repetitions of passages learnt by heart.

(*d*) *Translation of unprepared passages into English.* This, together with (*c*), suffices to test the candidate's ability to understand the language. In choosing the passages stress should be laid rather on difficulties of construction than on those of vocabulary. Setting disconnected, idiomatic sentences for translation is best avoided, as it leads to the cramming of books specially prepared for the purpose.

(*e*) *A few questions, not involving translation into the foreign tongue, requiring the application of grammatical knowledge.* The exclusion of translation into the foreign tongue is recommended at this stage, because, if required by the examiner, the tendency will be to attach undue importance to it in the class-room.

The following types of questions should therefore be avoided :

1. Asking for rules or lists of grammatical forms—*e.g.*, 'What are the conjunctive and disjunctive personal pronouns, and when are they respectively used? Explain the use of *du*, etc., in the following sentences : Je mange du pain. . . .'
2. Asking the candidate to form sentences to illustrate rules.

The Sub-Committee wish also to draw special attention to the necessity of avoiding—

1. Questions requiring the candidate to correct mistakes in sentences given—*e.g.*, 'Correct the following sentences : Je les ai vu dans la rue. . . .'
2. Questions on meter and quantity of syllables, these being too advanced for the junior stage.
3. Asking for the gender of lists of nouns, the answers being often mere guess-work.

The following are examples of types of questions that might be set :

1. Transform into questions : Il ira à Paris demain (two questions), etc.
2. Put in the future : Je sors, quand il rentre.
3. Re-write the following, substituting the pronoun required by the sense for the noun in *italics* : J'ai vu *Louis* hier, etc.
4. Substitute for the infinitive in italics the moods and tenses required by the sense : Il se conduisit de manière qu'on n'*avoir* rien a lui reprocher.
5. Form a sentence beginning with : *Il faut que* . . ., and give the English.

(*f*) *A few questions on vocabulary, excluding such as require translation into the foreign language—e.g.* :

1. Describe in continuous French how an hour (a week, a month) is divided.
2. Give the nouns and verbs corresponding to *blanc, vert.* . . .
3. Form sentences to illustrate the difference between *un livre, une livre* . . ., giving the English of each.

Questions asking for the different meanings of a word, or for sentences to illustrate them, should be avoided, for the inability of the candidate to carry in his mind a list of meanings does not prove that he would not be able to recollect any one of them when required for immediate use.

4. Simple questions on word formation, requiring the candidate to analyse words—*e.g.*, *Buchhandlung*—or to form words from other words. The best type of the latter question is, Give the noun formed from *schön*.

(*g*) Free composition, which, in the junior stage, should be set without the

alternative of prose translation. It is also advisable that at this stage it should take a form which provides the candidate with the necessary subject-matter. From 200 to 300 words should be asked for, a high standard of accuracy being exacted. The foreign equivalents of a few difficult, necessary words may be supplied.

The form recommended is the following:

A story in English is read twice to the candidates, who then write the substance of it in the foreign language. They have for reference the bare untranslatable heads of the story—*e.g.*, Du Guesclin—where born—early exploits—first fight.

Subjects for composition may be set as an alternative, provided that heads are given, and not less than three subjects to choose from. Some suggested subjects: historical events and personages, legends, fairy tales, animals, common scenes and occupations, and other familiar subjects.

III. *Scale of Marks.*

(Maximum 100.)

Oral test (conversation and reading)	20*
Dictation	10
Unprepared translation into English	20 or 25
Grammar and vocabulary questions	15
Free composition	35 or 30

MINORITY REPORT
BY HAROLD W. ATKINSON.

Oral Test.—I should prefer not more than *ten* candidates in an hour. This does not preclude a smaller number being taken, if desirable, but in many cases I feel that six minutes is adequate at this stage (junior).

Composition Test.—I prefer the addition of a compulsory set composition. I do not think it necessary to adduce my reasons here. They may be found in *School World*, February, 1908, end of p. 46, and MODERN LANGUAGE TEACHING, June, 1908, pp. 103, 104.

* It is desirable that not more than six candidates should be taken in the hour, or eight, if two are taken together.

Grammar.—I should like to eliminate the 'Grammar' section of the paper. My views are briefly as follows:

Grammar is a means to an end, not an end in itself. The external examining body should confine itself to testing results, not the means by which those results have been obtained. If a pupil can understand and express himself in the language, it is wholly immaterial to the external examiner how he has acquired the power to do so. It is not necessary to attempt to influence the teaching in any particular direction by including grammar questions of certain types in the examination. There are sufficient books on methods to provide teachers with information on these points. (Such books might be mentioned in the syllabus of the examination.) Moreover, the inclusion by the examiner of such 'method questions' forces the teacher to employ the methods, that his pupils may be prepared to handle them. He may, however, have a preference for, and obtain better results by, other methods.

I think the distinction between 'direct questions on grammar' and 'questions, not involving translation, that require the application of grammatical knowledge,' is often one of name only—*e.g.*, 'Put into the pluperfect "Werden Sie in die Stadt gehen?"' is to the pupil practically the same as 'What is the pluperfect of "gehen,"' or even 'Give the German for "I had gone into the town."' Many a German could express the idea, but not be able to answer the question, for lack of knowledge of grammatical terminology.

The 'uses and meanings of words' can be adequately tested in the translation or composition. To ask a pupil to give sentences to illustrate them is tantamount to a confession that the free composition is insufficient, and that the examiner must tie the pupil down to certain difficulties which he cannot dodge.

'Questions asking for categories or series.' Why not include such in the free composition section, or even in a set composition section?

'Questions on pronunciation' hardly seem necessary in examinations which include an oral test.

MINORITY REPORT BY G. F. BRIDGE.

Composition Test.—I agree with Mr. Atkinson in favouring the addition of translation into the foreign language, as I am not convinced that free composition in any form can be made an adequate test of acquaintance with syntax and idiom.

I suggest that the following recommendation be added: In pieces set for translation, stress should be laid on syntax and idiom, rather than upon vocabulary, and if passages are taken from books, they should be altered with this object in view. A piece composed by the examiner himself, which, without being a mere collection of pitfalls, is designed as an exercise in syntax and idiom, is often the most satisfactory test.

Grammar, etc.—Sections (*e*) and (*f*) seem to me unsatisfactory for the following reasons:

1. I am opposed to any suggestion which would have the effect of binding examiners down to one particular type of grammar question, as recommendation (*e*) would. To tell teachers exactly what kind of question may be expected would be to encourage a subtle kind of cram, not less deleterious than the kinds now in vogue.

2. The system of applied grammar questions is not applicable to all the points on which an examiner may legitimately ask questions.

3. To forbid examiners to ask for the reasons which prompt candidates to use, *e.g.*, one word rather than another (see [*e*] 1) appears to me to strike at the root of any intelligent teaching of syntax.

4. The detailed suggestions in (*e*) and (*f*) do not seem to be based on any clear principle.

As an alternative basis for discussion I venture to suggest the following:

A few questions on accidence, syntax, vocabulary and word-formation, for the framing of which the following suggestions are made:

(*a*) Accidence. The questions to be set for the most part on the applied grammar principle, and not to involve translation.

(*b*) Syntax may be tested in the same way or by the translation of sentences. Such sentences should be short, simple, natural, and few in number, and the syntactical points involved should stand out fairly clearly. Nothing less than a complete sentence should be given.

(*c*) Questions designed to test the candidates' knowledge of the rules of syntax may be given. The type of question which requires the explanation of a form used either by the candidate himself, or occurring in a given sentence, is the best. Questions asking for a group of rules on a subject—*e.g.*, French past participle—are best avoided. Asking candidates to compose sentences to illustrate a rule is of little value, as in most cases the examiner cannot tell whether the sentences are composed or quoted from memory, and therefore correctness is no proof of a capacity to use the rule intelligently.

(*d*) Questions on meanings and uses of words, differences between words, gender of nouns, German prefixes, etc. The only principle which can be laid down is that all questions are admissible the knowledge required to answer which is knowledge which it is practically useful for the learner at this stage to possess in the required form. As examples, the following are suitable questions:

What gender are French nouns ending in *-eau*, *-ence*?

What peculiar force has the prefix *er-* in German?

Explain the difference between *auf* with dative and *auf* with accusative.

The following are unsuitable:

What do you know of the gender of nouns ending in *-nis*?

State some of the uses of *wohl*.

In what different ways can *demander* be used?

(*e*) The same principle applies to word-formation. Any rule of genuine practical

utility may be asked for, as well as the analysis of given words or the formation of words from other words.

APPENDIX TO THE REPORT OF THE EXAMINATIONS SUB-COMMITTEE.

AN analysis of the examination for Matriculation of the Northern Universities Joint Board and Birmingham University, the examinations of the Society of Arts and College of Preceptors, the Army Qualifying Examination, Oxford and Cambridge Locals, Oxford and Cambridge Schools, and London University examinations, yields the following results in the matter of Free Composition, Dictation, Reading and Conversation.

Free Composition is compulsory for the Higher Certificate of the Northern Universities Joint Board, Society of Arts (advanced stage), Oxford and Cambridge School Examinations (Higher and Leaving Certificate), London School Examination (Junior). It is an alternative to translation from English in the College of Preceptors (Junior and Senior), Cambridge Locals (Junior and Senior), London University (Matriculation Standard and Higher Certificate). It was set as an alternative in the Oxford Senior Local Examination in July.

Dictation is compulsory in the Birmingham Matriculation, Army Qualifying, and Oxford and Cambridge School Examinations (all standards), and the London School Examinations (all standards). It cannot be offered for the Northern Universities Joint Board or the London University External Matriculation. In the rest it is optional.

A Reading Test is compulsory in the Birmingham Matriculation, Army Qualifying, Oxford and Cambridge Schools (Higher and Leaving Certificate), and the London School Examinations (all standards). It cannot be offered for the Northern Universities Joint Board, Oxford and Cambridge Schools (Lower Certificate), or London University External Matriculation. In the rest it is optional.

Conversation is compulsory for the Birmingham Matriculation, Army Qualifying, the London School Examinations (all standards), Oxford and Cambridge Schools (Higher and Leaving Certificate) — although here it is not *essential* for a pass or distinction. It cannot be offered for the Northern Joint Board or the London University External Matriculation. In the rest it is optional. In the Oxford Locals (Senior), and Cambridge Locals (Junior, Senior and Higher) it may count towards a pass or distinction.

The form that Free Composition takes is mostly a choice of two or three subjects. The amount required varies from 10 to 30 lines, or 100 to 250 words. In the College of Preceptors and London Junior Examinations suggestions for treatment are added.

In the Oxford and Cambridge School Examinations (Lower and Leaving Certificate) a passage in English is read aloud to the candidates, and a short printed analysis of this is given to them.

H. L. H.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, November 27.

Present: Messrs. Somerville (chair), Allpress, Atkins, Atkinson, Brereton, Von Glehn, Hutton, Kastner, Kirkman, Milner-Barry, Payen-Payne, Pollard, Miss Purdie, Messrs. Rippmann, Saville, Siepmann, Storr, Twentyman, and the Hon. Secretary.

Letters of apology for absence were received from Miss Batchelor, Dr. Breul, Mrs. Connal, Professor Fiedler, Mr. Herdener, Miss Johnson, Mr. Lipscomb, Miss Lowe, Miss Morley, Mr. Norman, Professor Schüddekopf, and Miss Shearson.

The minutes of the last meeting were read and confirmed.

The programme of the Annual General Meeting was completed.

The Chairman and Mr. Cloudesley Brereton were appointed to represent the Association at the Annual Meeting of the Société des Professeurs des Langues Vivantes at Paris on December 23.

A letter was read from Mr. O. H. Lace, of King Edward VII.'s School, Sheffield, calling attention to the neglect of Borough Education Committees to provide assistance to teachers wishing to study abroad.

A letter was read from Miss Purdie, stating that a Branch had been formed for South-East London, and intimating the desire of the Branch that a memorial should be sent to the Board of Education on the increase of the Modern Language Inspectorate.

Pressure of business compelled the postponement of the consideration of both subjects till the next meeting.

The Committee then proceeded to discuss the publication of the Memorandum and Scheme of Proposed Tests in French in Public School Scholarship Examinations submitted by Representatives of the Association to a Committee of the Headmasters' Conference.

Letters were read from Dr. Breul and Professor Schüddekopf, opposing publication, and from Professor Savory, Mr. Lipscomb, Mr. Herdener, and others, supporting it.

After a long discussion it was resolved:

(1) That the Memorandum be not published in MODERN LANGUAGE TEACHING.

(2) That this Committee, while strongly endorsing the main point of making a modern language an effective subject in scholarship examinations, cannot accept the Memorandum, because the Association is unable to pledge itself to any particular method of teaching.

(3) That the above resolution be published in MODERN LANGUAGE TEACHING.

The next item on the agenda was the interim Report of the Examinations Sub-Committee (preliminary and junior stages).

Owing to the lateness of the hour, it was impossible to discuss this adequately, and it was therefore resolved that it should be submitted as it stands to the General Meeting for discussion.

The following twenty-four new members were elected:

C. A. B. Allen, B.A., Royal Grammar School, Colchester.

E. Audra, L.-ès-L., Agrégé de l'Université, Gonville and Caius College, Cambridge.

Mlle. A. Campagne, Ladies' College, Jersey.

Marc Ceppi, King's College School, Wimbledon, S.W.

P. W. Cooke, Alleyn's School, Dulwich, S.E.

Mme. Girandeau, Stockwell County Secondary School, S.E.

Miss Henderson, Stockwell County Secondary School, S.E.

J. R. E. Howard, Mount House School, Hartley, Plymouth.

C. A. Jaccard, L.-ès-L., Clifton College.

J. A. Marionnaud, L.-ès-L., Royal Grammar School, Colchester.

Miss A. M. Methley, Technical School, Barnsley.

Miss E. Moncur, Girls' High School, and Rowley Bank, Stafford.

J. L. Moore, M.A., Ph.D., Royal Belfast Academical Institution.

Miss M. E. Munro, B.A., Notting Hill High School.

Miss E. C. Permain, Fulham County Secondary School, S.W.

C. C. Perry, M.A., Ph.D., Athenæum Club, S.W.

C. Pidsley, B.A., L.-ès-L., Hawley Crescent Council School, N.W.

C. Potts, M.A., Manchester Grammar School.

C. J. Reid, M.A., Haileybury College.

Miss Ryan, County Secondary School, Bermondsey, S.E.

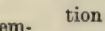
N. R. D. Tennant, B.A., Haileybury College.

Stanley A. White, B.A., Royal Grammar School, Colchester.

F. W. Wilson, Ph.D., Clifton College.

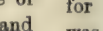
Miss G. Tarleton Young, M.A., Edgbaston High School, Birmingham.

During the autumn term 66 new members have been elected; in the corresponding period of last year 39 were elected. The total number elected since January 1 is 166.



We are glad to be able to announce an important addition to the programme of the Cambridge meeting. Mr. F. Storr and Mr. A. C. Benson will contribute papers on 'Humanistic Education without Latin.' Dr. Rouse, of the Perse School, will take up the cudgels against them.

It is probably known to most of our readers that the twenty-fifth anniversary of the foundation of the Modern Language Tripos at Cambridge fell in 1909. To commemorate this event and to mark the feeling, which must be shared by all Modern Language teachers, of the debt which the study of French and German in this country owe to the work of Dr. Braunholtz and Dr. Breul, it is proposed to present congratulatory addresses to these two gentlemen at the Annual Meeting at Cambridge.



South-Eastern London Meeting.—The good work which Miss Violet Partington and the Organizing Committee are carrying on drew many members of the Association to the *causerie intime* at the house of Miss Purdie and Miss Shearson at Sydenham. The extremely pretty and comfortable drawing-room in which we met had the effect of breaking down our reserve, and the very informality of the discussions made the evening a success. Miss Purdie was incisive on the subject of the Board of Education, and several funeral orations were pronounced over Circular 705, which was exhumed for the occasion, and duly hanged, drawn and quartered. These death duties having been disposed of, it was unanimously agreed that the chief point of attack for the Modern Language Association ought to be the Reform of the Board of Education as regards its inspection and knowledge of Modern Language work and its attitude towards reform.

Not the least useful part of the meeting were the numerous personal discussions between members, tending to bring together in a community of interest and effort teachers who have little opportunity for talking over points of difficulty. It was agreed to hold another meeting before Christmas. H. M. O'G.

PROGRAMME OF THE ANNUAL GENERAL MEETING.

Thursday, January 6.—9 to 11 p.m.: The President and Mrs. Stewart Roberts 'At Home' at Gonville and Caius College.

Friday, January 7.—9.45 a.m.: Meeting of General Committee.

10.15 a.m.: General Meeting: Address of Welcome by the Vice-Chancellor; Report of General Committee; Hon. Treasurer's Report; Reports of Editors of Publications.

11.30 a.m.: Presidential Address, Rev. E. S. Roberts, Master of Gonville and Caius College.

2.30 p.m.: Interim Report of Sub-Committee on External School Examinations (Preliminary and Junior Stages), introduced by Mr. H. W. Atkinson.

5 p.m.: Address by Dr. Breul, University of Cambridge: 'Die Wechselbeziehungen der deutschen und englischen Litteratur.'

7.30 p.m.: Annual Dinner at St. John's College.

Saturday, January 8.—10.15 a.m.: Rev. E. S. Roberts will move the adoption of the Report on the Qualifications and Training of Modern Language Teachers.

10.45 a.m.: 'Some Points of Weakness in Modern Methods of Language Teaching,' Mr. C. Kemshead, Magdalen College, Oxford. Openers of Discussion: Mr. Hardress O'Grady, Goldsmiths' College,

London; Miss Shearson; Miss Stent, Central Foundation School for Girls, London.

2.30 p.m.: Address by Dr. Braunholtz, 'Evolution and Literary History.'

3.30 p.m.: Interim Report of Conference on Grammatical Terminology, introduced by Professor Rippmann and Miss Purdie.

5 p.m.: 'Humanistic Education without Latin,' Mr. F. Storr, Dr. W. H. D. Rouse, Mr. A. C. Benson.

CORRESPONDENCE.

THE TEACHING OF THE FRENCH VERB.

May I be allowed to point out that in the review of my book, 'The Transitional French Reader,' appearing in the October issue of MODERN LANGUAGE TEACHING, there occurs a remark that is very apt to be misleading as to the method I suggest for teaching the verbs? Your critic says that 'to print the tenses in full is not the best way of teaching the French verb.' That, of course, is not the way I suggest its being taught, as the *exercices des verbes* scattered through the book abundantly prove. These exercises are, in fact, intended to lead the pupil to 'make up'—using your critic's words—'the tenses of each verb met with for himself, after he has been taught to use them.' Typical and irregular tenses are printed in full, but only *after* the exercise or reading-piece in which they have been employed. As the Reader is to serve also as grammar, surely it is carrying the 'grammar by induction' theory too far to object to this clear setting out of the tenses, which the teacher can easily prevent the pupil from using before the tenses are known orally, but which will prove a great aid to the eye-memory when the oral work has been done.

R. H. PARDOE.

November 10, 1909.

ENTHUSIASM IN THE TEACHING OF LITERATURE.

I should like to protest very strongly against Dr. F. W. G. Foat's statement (page 179 of the October number of MODERN LANGUAGE TEACHING) that 'most teachers dread the embarrassment of *any* attempts to share their sentiments with their pupils,' and that 'the good teacher who (exceptionally) wins the real confidence of the class in their united study of the work must first fight a moral battle against many traditional and individual prejudices.' It would be sad, indeed, if teachers of either English or Foreign literature felt it necessary to '*fight a moral battle*' before they could 'let themselves go'!

Of what insignificant value such imparting of knowledge must be! To call it teaching is sheer desecration. Surely Dr. Foat did not make such a sweeping statement seriously? Has he been so unfortunate as only to come across that type of humanity who thinks that every form of enthusiasm or real expression of feelings should be carefully suppressed and hidden?

Let him be assured that another type of man and woman can exist, even in the academic world — a type, I hope and firmly believe, more often met with than such as he describes.

LILY M. GROVE.
(Senior French Mistress, Redland High School, Bristol.)

November 15, 1909.

THE TEACHING OF FRENCH LITERATURE.

One feels, perhaps, a greater annoyance at seeing one's words slightly misunderstood than at seeing their sense grossly perverted; and that is what I felt in reading some lines of Mr. Atkinson's contribution to your Discussion Column. Mr. Atkinson writes that he prefers to start pupils in their study of French literature with

modern authors, and take sample of older ones later; and he adds that this is the reverse of what I prefer.

I am afraid Mr. Atkinson has missed some lines of my letter. I wrote that if I was in favour of beginning with the seventeenth-century classical period, it was 'provided the pupils have a thorough grounding in the modern tongue; and it is with this end in view that, during the fifth year, we read with our boys at the Perse works of the nineteenth century'; and so far, it seems to me, Mr. Atkinson and I are perfectly agreed.

Now, this reading done in the fifth year, being a sort of introduction to the study of literary works, is still a linguistic study; but in order to develop in pupils a taste for reading good foreign literature, everybody will admit, something more is required. We must show them the novelty and weight of ideas and doctrines expounded in the books, and the value of the principles, moral or social, held by the author.

For my part, I find in the authors of the seventeenth century, and in some books of the eighteenth—precisely because they are old—a safe, more remote ground for a complete and intelligent study. The class-room in secondary schools, we all know, can't be converted into a debating society, with a play of Dumas fils, a novel of Balzac, a page of Taine or Renan, as the subject of the motion. There are, indeed, a certain number of books suitable for our purpose in the nineteenth century, but I am afraid it is not practicable to read the more typical works of this period, as is possible for the classical period.

Moreover, the pupils, when they begin the study of French literature, are far from having completed the purely linguistic study of the language. I should hesitate to give them, at the stage they have reached, the prose of Hugo in *Notre Dame* or of Balzac in *Perrette*, or even of some of our most *convenable* novelists of to-day, as the great and only models of the language.

And, lastly, to begin with the seventeenth century is to follow the French tradition. In French schools, rightly or wrongly, they start with Corneille for verse, with Pascal and Bossuet for prose, not with Chateaubriand and Hugo; and I believe it is wise that we should do the same.

Let me add that, as was indicated in the short syllabus at the end of my contribution, we go on allowing a certain share to the modern tongue, and read one or two modern books during the year, with some extracts (*morceaux choisis*), for my contention has never been that we should bury ourselves with the dead.

L. CHOUVILLE.

THE LOCAL EXAMINATION PAPERS.

Is it not time that a serious united effort was made, on the part of the Modern Language teachers, to induce the examiners who set the Senior papers in French in the Local Examinations to have some regard for the methods of teaching that are now, we hope, pretty generally adopted in schools? One cannot say that the papers set to Junior candidates are by any means what we should like to see, but they have, at least, one or two redeeming features about them, and are, as a rule, of so elementary a nature as to be surmountable by candidates who have been decently taught on any method. But with the Senior papers it is not so. For various reasons, which it is unnecessary to enter into here, the Oxford Local is becoming a more and more popular examination, and for this reason it is all the more incumbent to agitate for some improvement. It will not be necessary for me to illustrate our grievance by more than a few examples culled from recent papers. Long lists of irregular verbs without reference to any context, or any use of them in composition on the part of the pupil, are still the order of the day. Compound reflexive verbs in the imperative negative, and pluperfect subjunctive passives, negative and interrogative, form a species of acrostic still

popular with examiners. It is rare to find a paper in which a long question is not devoted to the inflexion or otherwise of the past participle. To answer such questions requires the cramming up of a certain number of strict rules, and when the feat has been accomplished, the amount of French involved has been the addition of an *s* or an *e*, even when careful reasons have been given in English. Even when a candidate is requested to distinguish between homonyms, he is frequently not expected or asked to compose a sentence to illustrate the point, and the cramming up of a list will suffice. To set candidates to translate idioms, apparently chosen at haphazard, into English cannot be considered a satisfactory test, as it is obvious that some of the candidates may have come across the idioms in their reading, and others may not have been so fortunate. The only other method of giving satisfaction must be to learn long lists of idioms by heart, apart from any context, and I do not believe that this practice would commend itself to most teachers. Only as recently as 1906, one question was devoted to the suppression of apostrophes and hyphens and the inflexion of a few compound adjectives. But I have said enough, I hope, to substantiate our plaint. The same defects apply, though in a lesser degree, to the Cambridge papers. To sum up the whole matter: If, as it appears to me, the most vital work of the Reform Method is to abolish, root and branch, the old monosyllabic answer, both in oral and written composition, what encouragement, I ask, is to be derived from test papers such as these? Seriously, and without desiring to exaggerate the case, the papers seem framed to directly encourage cramming of a most pernicious type. Cannot the examiners by any means be induced to study some of the papers recently set in the London Matriculation Examination? These papers may not commend themselves in every respect to teachers, but they have the supreme merit of calling for thought and a little originality, not mere memory work on the part of the pupil. May I venture to suggest to the General Committee of the Modern Language Association the value of inviting a few of our best-qualified members to contribute their ideal of a grammar paper, based on modern lines, the best three of which might well be published in MODERN LANGUAGE TEACHING? Such papers would not only be extremely interesting and valuable in themselves, but would also serve the purpose of lending additional weight to the grievance I have been dealing with, a grievance which I am very confident is shared by many teachers throughout the country.

HEADMASTER.

November 22, 1909.

N.B.—A few hours after writing the above I received a copy of the November number of MODERN LANGUAGE TEACHING. By a curious and happy coincidence I notice that Professor Rippmann has already complied in an eminently satisfactory way with the suggestion contained in my letter. I have also read carefully the letter signed 'B,' with regard to the Oxford Senior papers, but it does not in any way answer the main ground of complaint referred to in my letter. Might I suggest to 'B' that if he will compare the questions drawn up by Professor Rippmann, especially under the headings *f*, *g*, *h*, *i*, and Vocabulary Formation, with those set in the Senior Local papers, he will realize that we have good reason to call for some reform in the latter?

THE HOLIDAY COURSE AT BESANÇON.

The Besançon students who read, in the current issue of MODERN LANGUAGE TEACHING, Mr. P. W. Cooke's article on 'The Vacation Course at Besançon,' must, I imagine, have been grateful to the writer for so ably rendering the good impression made upon everyone by the organization and carrying out of the work at that centre. One could not help regretting, however, that Mr.

Cooke had said nothing of Dr. Vandaele's published lectures, and that he had given so little space to the newly-formed Students' Association and its official organ, *Le Bulletin Mensuel*. Would you kindly allow me to make a statement concerning these, with a view to completing the information already furnished to your readers by Mr. Cooke's article?

1. *Syntax.* — One of the last things which a foreigner attains to in learning French is, undoubtedly, a fearless (and correct) handling of the verb. One may often notice in the conversation of otherwise excellent French scholars a certain hesitation to use the dreaded subjunctive, or even the infinitive—in other words, a skilful and cautious avoidance of the pitfalls. It is certainly a wise policy not to rush in where Frenchmen fear to tread, but, so long as it remains necessary for a student to limit himself in the use of the verb, his French, be it ever so correct, will never be *good* French—it will lack the crispness, the precision, and the elegance which make the conversation of a cultured Frenchman so delightful to listen to. Conscious of the needs of his students in this particular, Dr. Vandaele has for some years past delivered a series of lectures on *La Syntaxe de Temps et des Modes en Français*, an important feature of the advanced course at Besançon. Three years ago, at the request of the students, he published his lecture-notes in a little octavo brochure of fifty pages. The rules given are few and simple, but the examples, which include a large number of Gallicisms, are abundant and admirably chosen. Students find in that rich collection of classified examples a veritable fountain of knowledge.

2. *The Phonetics.*—Dr. Vandaele, who has been very successful in correcting, by the use of phonetics, not only faulty pronunciation arising from unfamiliarity with French sounds, but sometimes, too, stubborn *défauts de langue*, which marred the students' speech in their own tongue, has brought out this year a companion brochure to the above one, *La Phonétique du Français Moderne*. The alphabet adopted is not that of the International Phonetic Association, and some of us were inclined at first to regard this as a drawback; but we soon came to see that — for the study of French pronunciation—there is much to be said for a simple and flexible alphabet, representing all the possible vowel sounds by the familiar symbols, *a*, *e*, *i*, *o*, *u*, modified as occasion requires by the use of accents. But Dr. Vandaele has done more than merely suggest a new alphabet—indeed, he is not in the least bigoted on the question of script: 'Je préfère,' he says, 'les symboles que j'ai adoptés, à cause de leur simplicité, mais la question de l'orthographe phonétique n'a, en somme, qu'une importance secondaire; ce que j'ai voulu faire, c'est donner en un système simple, raisonné, théorique et pratique, les règles de la prononciation du français moderne.'

The Association.—An Association of the Foreign Students of Besançon was formed last July. This general Association is divided into as many branches as there were nationalities represented at the course. Its main objects are: to keep up the connection between University and students; to increase the interest of the students in the language, the literature, and the institutions of France; to spread the knowledge, the appreciation, and the influence of *l'esprit français* in foreign countries; to provide opportunities for the associates of making use of the French tongue. The organ of the Association is *Le Bulletin Mensuel*, edited by Dr. Vandaele. It contains news of the students; critical notes on their published works; reports of their official gatherings in Besançon or elsewhere; articles bearing on literary, grammatical, or philological questions; the official list of works *couronnés par l'Académie française*, etc. Although the Association was formed principally for the Besançon students, others may belong to it *à titre de membres aspirants*, receive the *Bulletin*, and attend the meetings, on payment of an annual subscription of four shillings.

The British Branch, of which Mr.

Cloudesley Brereton has accepted the *présidence d'honneur*, is forming a reading club. The members will meet for their first annual dinner and business meeting some time in January.

Thanking you for so kindly allowing me to bring some of the 'extra' work of the Besançon Course to the notice of your readers, I remain, sir, yours truly,

OSMOND T. ROBERT.

Welling, *December* 5, 1909.

REVIEWS.

English Exercises for Junior and Senior Classes. By J. LOGIE ROBERTSON, M.A. Messrs. Blackwood, 1909. Pp. iv+87. Price 1s.

This little book contains a number of judiciously selected passages of verse, with questions on the form and contents, on composition, grammar, and derivation. There are also a few specimen answers. Many teachers will find that they are saved trouble by using such a book, since it takes time to choose suitable lines for various purposes. To such we recommend it, but we do not think it advisable to insist on the purchase of a copy by individual pupils. Passages and questions are sufficiently short for dictation, and many of the latter will not commend themselves to all. Too much stress appears to be laid on parsing and on etymology, but in the main, and in the hands of a good teacher, the book may certainly serve a useful purpose.

The Authorized Version of the English Bible, 1611. Cambridge English Classics. (Old Testament, 3 vols., New Testament, 1 vol., Apocrypha, 1 vol.) Edited by W. ALDIS WRIGHT, M.A. Price 20s. net for the 5 vols., or 4s. 6d. a volume.

It is pleasant to find the Bible included, as it should be, in the excellent series of Cambridge English Classics, and edited by so competent a scholar as Mr. Aldis Wright. The growing tendency to exclude the Bible from our class-rooms is an incalculable loss to literary training, and, from that point of view alone, the neglect of the 'daily chapter' of earlier generations of school-children is not to be contemplated with equanimity. Everyone knows how Ruskin, for example, every year of his childhood read the Bible aloud, hard names and all, from end to end; his testimony to the command of language thus gained is worth the consideration of teachers of literature.

The present edition reproduces the old frontispieces and the original spelling of the first of the two issues of 1611. The variations between the two issues are carefully recorded: 'the black letter of the folio is represented in the reprint' (octavo) 'by roman, and the roman type of the folio by italic'; the translators' address to the reader is reproduced in full. Editor and printers have spared no pains over their work. To those who are forming a library we commend it gladly in the words of the old preface: 'Others haue laboured, and you may enter into their labours; O receiue not so great things in vaine, O despise not so great salutation!'

Giles and Phineas Fletcher. Poetical Works, edited by F. S. BOAS, M.A., in 2 vols. Cambridge English Classics. Vol. I., 1908, pp. xxi+310. Vol. II., 1909, pp. xxii+368. Price 4s. 6d. net each.

This is the first really satisfactory and complete edition of the poems of Giles and Phineas Fletcher, and one for which all students must be grateful. Mr. Boas has done his editorial work with scholarly thoroughness, and the results are beyond adverse criticism. The bibliographical notes and collation of the manuscripts are alike final, and clear up various difficulties. His text, even when it is, as he says, 'eclectic,' may safely be accepted, especially as the source and manuscript variations are everywhere indicated. It is interesting to note that, after careful re-investigation, Mr. Boas reverts to Grosart's

conclusion that 'Brittain's Ida' is the work of Phineas Fletcher: the evidence now brought forward is convincing. We share the editor's hope that the work of the brother-poets may, now the materials are at last accessible, be critically examined and estimated. May we suggest that no one is better equipped for the task than Mr. Boas himself?

Macbeth: The Lamb Shakespeare for the Young. Under the general editorship of Professor I. GOLLANCZ. Illustrated by HELEN STRATTON. Messrs. Chatto and Windus, 1909. Pp. 71. Price: linen, 8d. net; cloth, 1s. 6d. net; leather, 2s. 6d. net.

In this edition, based on Mary and Charles Lamb's 'Tales,' 'an attempt is made to insert skilfully within the setting of prose those scenes and passages from the play with which the young reader should quite early become acquainted. To carry this out adequately the narrative as set forth by the Lambs has been freely adapted. . . . A further feature is made of songs from the plays, set to the best music arranged for school use.' If we may judge by *Macbeth*, the attempt as thus explained is entirely successful, and no more attractive edition of the 'Tales' could be desired by children. Print, paper and format are excellent; the illustrations are delightful, the selected scenes just those a child will most enjoy; while the Lambs' version of the 'Tales' is so skilfully adapted that no one can resent the changes made. We envy the boys and girls who are thus introduced for the first time to Shakespeare.

Exercises in German Grammar and Word-Formation. By WALTER RIPPMANN. J. M. Dent and Sons. Pp. xvi+144. Price 1s. 8d.

This is, to the best of the reviewer's belief, the only book of its kind that has appeared in England. It is singularly well and ingeniously edited, and the preliminary paragraphs, dealing with the possible uses which can be made of it, should prove of the greatest assistance to teachers who work on Reform lines. The exercises cover an extraordinary range—from the practising of phonetic sounds and typical sentences, the distinguishing of long and unstressed syllables, through applied grammar to the formation of words from verb stems, formation of compounds, and so on. This last is the most important function, in the reviewer's opinion, which this book can fulfil. The miniature grammar at the end is very cleverly compressed, and is a useful reference for all common points, the tables for declension, conjugation, the use of prepositions and word-order, being especially neat. In a word, this is a welcome addition to the books one can recommend to Reform teachers, as it lays stress on and is a splendid gymnastic for the learning of vocabulary.

German Composition. By PAUL R. POPE, Ph.D. George Bell and Sons. Pp. x+205. Price 3s. 6d.

This rather large and long book is frankly intended for translating English into German, and German into English. On the left-hand page is a piece of German on a given subject [A Trip to Germany, etc.]; on the right-hand page is a piece of English on the same subject, but differently phrased and worded. Questions in German on the German text are to be found in some numbers at the bottom of the left-hand pages, while on each of the other pages are sixteen or twenty references to the grammatical notes at the end. There is a very full German-English and English-German vocabulary.

A First Book of German Oral Teaching. By A. R. FLORIAN, M.A. Rivingtons. Pp. xiv+248. Price 3s. 6d.

The greater part of this book is in German, but there is a section devoted to translation from English and a German-English vocabulary. It must be noted that this is a book intended for beginners; judging it on that basis, we find a quite good first lesson spoilt by the excess of necessarily new matter, a good second lesson, also too full, an overloaded third lesson, and so on. The German portions

of the book are on the right lines, with good Reform exercises, but the graduation is bad, and the matter to be acquired quite excessive in the first lessons. None the less, in the right hands some really good work might be done with this book.

FROM HERE AND THERE.

BANGOR, UNIVERSITY COLLEGE.—We learn with pleasure that the Council have raised the Lectureship in German to a Professorship; and we repeat our congratulations to Professor Milner-Barry.

CAMBRIDGE UNIVERSITY.—The Charles Oldham Shakespeare Scholarship has been awarded to R. C. Brooks, B.A. (King's); *proxime accessit*, J. Meek, B.A. (Trinity).

UNIVERSITY OF DUBLIN.—Mr. Thomas Rudmose-Brown, M.A., Aberdeen, Ph.D., formerly Lector in English in the University of Grenoble, and now Lecturer in French in Leeds University, has been appointed to the Chair of Romance Languages.

LONDON UNIVERSITY.—A Gilchrist Studentship in Modern Languages of £80, tenable for one year, will be awarded in February. It is open to Triennial Graduates who have taken Honours in French or German at the Final B.A. Examination of the University. Full particulars in the *London University Gazette* of December 1, 1909.

OXFORD UNIVERSITY.—On November 16 Convocation accepted the Cuthbert Shields benefaction of £1,000, for the study of the Romance Languages, and the Pro-Vice-Chancellor (Dr. Heberden, Principal of Brasenose College), in proposing the decree to the House, expressed the indebtedness of the University to Miss Laing, who has made the gift in memory of her brother, and to Corpus Christi College, which has offered to pay the dividends to the Curators of the University Chest in relief of the Curators of the Taylor Institution, towards the stipend of the Taylorian Professor of the Romance Languages, until the establishment of the Corpus Christi Professorship of the Romance Languages.

In the same Convocation the University Seal was affixed to an address to the Université Libre de Bruxelles, on the occasion of the celebration of the seventy-fifth anniversary of the foundation of that University.

OXFORD UNIVERSITY.—The delegates of the Common University Fund propose to appoint a Reader in the English Language and Older English Literature. The Reader will receive £300 per annum from the Common University Fund, which it is hoped will be raised to £500 per annum from other sources. The readership will be tenable with a Fellowship in any college, but not with a tutorship or lectureship.

OXFORD UNIVERSITY.—The Curators of the Taylor Institution will proceed, in the course of Hilary Term, to the election of a Lecturer in German for Easter Term, 1910.

The appointment in the first instance will be for five years, with an annual stipend of £200, together with one-half of any fees paid for attendance at his lectures and classes.

Applications, stating age and qualifications, accompanied by testimonials, should be addressed to the Curators, Taylor Institution, Oxford, on or before Saturday, January 29.

OXFORD UNIVERSITY.—We are glad to hear of the formation of the Oxford University German Literary Society, the object of which is to promote the study of the German language, literature, and institutions, among its members.

The Society has been honoured by the patronage of the Vice-Chancellor (Dr. T. H. Warren, President of Magdalen), and has

for its Vice-Presidents some of the most distinguished members of the University. Though hardly a fortnight old, it already has a membership of ninety-two.

The opening meeting took place on November 10, the one hundred and fiftieth anniversary of Schiller's birth. Short speeches in German welcoming the formation of the Society were made by Professor Goudy, Professor Vinogradoff, the Rev. A. Way, and Mr. Meynen, and a lecture on 'Schiller's Friendship with Goethe' was given by the President, Professor Fiedler. At the next meeting, which will be held on December 1, the Master of University (Dr. Macan) and Professor Macdonell will speak (in German) on their impressions of the Leipzig University quincentenary celebrations, which they attended last July as representatives of Oxford University and the British Academy respectively.

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From the *Western Morning News* (November 18) we take the following account of a recent meeting of the Plymouth Branch of the Teachers' Guild, at which the Rev. H. J. Chaytor presided, and Mr. G. F. Bridge, Hon. Secretary of the Modern Language Association, delivered a lecture on the teaching of Modern Languages:

The Lecturer said there was much controversy between teachers as to whether the children ought to translate. For the first one or two years most modern teachers agreed there should be no translation, and as far as possible English should be expelled from the class-room. When the pupils arrived at the actual French book the question arose, How should it be treated? Some contended there should be no translation, and that the French atmosphere should be retained in its entirety. He himself, as a moderate reformer, thought that to be a somewhat hard doctrine. What was essential was that the reading-book should be the centre of instruction, and the translation should be entirely subsidiary, and should not be regarded as a very valuable means of assisting the children to learn the language. All grammar should be learnt as applied grammar. Pronunciation was, of course, an extremely important point. For teaching the modern Reform Method a regular course of training was necessary, and it was costly, as residence abroad was a necessity. Such teachers were few and far between, and there could be no increase until the country saw its way clear to provide for such training. The condition of the acquirement of German in England was lamentable. One was really afraid that if some check were not put out German in England would be in some jeopardy of extinction. The London Chamber of Commerce complained of the shortage of clerks able to conduct correspondence in German. The Board of Education, when its attention was drawn to the question, replied that it was helpless, and yet that Board showed such magnificent energy in inundating headmasters with forms demanding all sorts of statistics. He hoped the Board would take the matter up seriously.

An interesting discussion followed. Rev. Dr. Burns contended that in his experience there was the same consistent aversion to learning a foreign language on the part of the children. He had foreign boys in his school, and the English scholars, instead of making use of their presence, showed almost a spirit of 'stand-offishness.' They were not getting hold of the children in that direction. In his opinion the situation looked black, and they were going to work in the wrong way. Mr. G. P. Dymond said he favoured a judicious blend of the old and the reformed methods. He did not think the outlook was so black as the last speaker thought. He favoured the interchange of children for short periods between French and English families, in order that the youngsters might learn the respective languages in the lands in which they were spoken. Mr. T. P. Trelohan commented upon the neglect of German, especially in the army and navy and elementary schools. French and German should be a part of their elementary education. Mrs. Thomp-

son, Monsieur Brians, and others, also spoke. The lecturer and chairman were heartily thanked.

PROFESSOR RIPPMANN'S Courses of Lectures on Phonetics and Methods of Modern Language Teaching were attended by sixty-six teachers, and he proposes to repeat both courses in the autumn of 1910. Particulars will be announced ln due course.

Mr. L. VON GLEHN, Chief Modern Language Master at the Perse School, Cambridge, will, at the invitation of the Modern Language Association, deliver Five Lectures on the Teaching of French in the Elementary and Middle Stages. They will be given on Tuesday, December 28, and the following days, at University College, Gower Street, W.C., at 10.30 a.m. Fee: 5s. for members, 10s. 6d. for others. Apply to Mr. G. F. Bridge, Hon. Sec., M.L.A., 45, South Hill Park, Hampstead, N.W. Mr. von Glehn is a distinguished exponent of the Reform Method, and a similar course of lectures in January last was much appreciated.

GOOD ARTICLES.

SCHOOL WORLD, December, 1909: Education in India (M. E. Sadler).

EDUCATIONAL TIMES, December, 1909: The History of Education as a Professional Study (Professor Adamson); Private Initiative in Swedish Schools (J. S. Thornton).

CHILD-STUDY, October, 1909: Physiological Variations in Children (J. Kerr).

LE MAÎTRE PHONÉTIQUE, September-October, 1909: The Pronunciation of Early English (D. Jones).

DIE NEUEREN SPRACHEN, November, 1909: Theodor Arnolds Englische Grammatiken und deren spätere Bearbeitungen (W. Müller); Der Sprachgebruch La Fontaine's in seinen Fabeln (O. Kötz).

BOLLETTINO DI FILOLOGIA MODERNA, June-July, 1909: L'esercizio di memoria nelle lingue straniere (R. D'Elia).

THE ENGLISH TEACHERS' MAGAZINE, October, 1909: Suggestions for the Efficiency of the Foreign Teacher in Japan (I. Nitobe).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. R. H. Allpress, City of London School, Victoria Embankment, London, E.C.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: F. B. KIRKMAN, Norton Way N., Letchworth.

Residence with German Families: The Hon. Secretary.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

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Modern language teaching

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